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ABSTRACT

This curriculum guide presents a 2- or 3-week unit concerned with the individual child and his relationships with members of the classroom social group. One in a series of resource units, this unit is placed first for several reasons: (1) its content is highly motivational; (2) it provides a meaningful context for acquainting children with each other; (3) it encourages the development of basic sensory skills; (4) it contributes to development of a positive self-concept; and (5) it is designed to review and extend previously developed concepts and skills. The content is ordered from the most simple to the most complex, enabling the teacher to terminate the unit at any point where the content becomes too complex or abstract for the children to grasp. Instructional materials and unit content should be adapted to reflect the physical characteristics of the different children in the classroom. Provided is a listing and explanation of each of the skills to be developed accompanied by suggested instructional activities. Instructional materials are listed with sources; and the appendix provides additional instructional aids. (Author/AJ)

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ALL ABOUT ME

Unit 1

by

Janet Camp
Peggy Wilkerson

The Demonstration and Research Center
for Early Education
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I. Introduction

The unit All About Me is concerned with the individual child and his relationships with members of the classroom social group--the teachers and other children. All About Me is placed first in the series of resource units for several important reasons:

1. Since most children are interested in and concerned about themselves, the content should be highly motivational to the group.

2. This unit, which could very appropriately be called Getting to Know You and Me, provides a meaningful context for acquainting the children with each other--a very important initial step in the beginning of a program or a new school year.

3. Young children learn most effectively when engaged in concrete interactions with the environment. This unit, which deals with the aspect of the child's environment most immediate to him--himself and his body, provides many opportunities to encourage the development of basic Sensory Skills which lay the intellectual groundwork for subsequent Concept Development.

4. The major content objectives for the child are to develop awareness and understanding of self--the child's name, body parts, function of the body parts, clothing, interests, and abilities. Hopefully these experiences will contribute to the child's development of a positive self-concept, the solid foundation necessary for subsequent learning and development.

5. Every child has been experiencing himself since birth. All About Me, therefore, is focusing on experiences familiar to all the children in the group. This unit is designed to begin "where the child is" and to review and extend the understandings, concepts, and skills which he has developed previously.

This unit, as all units in the series, must be adapted to your particular group of children. Although it is suggested that two or three weeks be devoted to All About Me, you will need to adjust the length according to the interest, attention span, and skill level of your children. Because the understandings are ordered from the most simple to the most complex, you can terminate the unit at any point where the content becomes too complex or abstract for the children to grasp. Instructional materials, as well as the content of the unit, should be adapted for your particular children. All commercial or teacher-made materials concerning the self and the body should reflect the physical characteristics of the different children in your classroom.

II. Concepts and Understandings

A. Everyone has a name.

1. Each of us has a first name.

2. Names are used for identifying ourselves and each other.

3. Some of us have the same first or last name as someone else.

4. Most of us have a middle name.

B. The part of us that we see is called the body.

1. Each part of the body has a name.

skin
hair
head
neck
shoulders
arms - elbows - wrists
hands - fingers - fingernails
chest
waist
abdomen
hips
legs - knees - ankles
feet (foot) - toes - toenails

2. The head has very special parts, each with a name.

face
forehead
eyes - eyebrows - eyelashes
nose
mouth - lips - teeth (tooth)
ears
cheeks
chin

C. Each part of the body has a special use.

1. We use our legs and feet to move from one place to another and to walk, jump, run, hop, skip, dance, and kick.

2. We use our arms to move and carry objects.

3. We use our hands and fingers to touch, grasp, and carry objects, to clap to music, and to make signals and gestures.

4. We use our eyes to see.

5. We use our ears to hear sounds.

6. We use our nose to help us breathe and to smell odors.

7. We use our mouth to eat, talk, sing, whistle, and breathe.

8. We use our teeth to chew food and to help us speak clearly.

9. Our skin protects our body from rough objects.

10. Our hair helps to keep us warm in cold weather.

D. We wear clothes on our bodies.

1. Each piece of clothing has a name.

hat	trousers	skirt
coat	blouse	socks
shoes	underpants	stockings - hose
dress	shirt	pajamas
slip	tie	gown
pants	jacket	shorts

2. Some clothes are worn by males.

trousers
shirt
tie

3. Some clothes are worn by females.

dress	skirt
slip	gown
blouse	stockings or hose

4. Some clothes are worn by both males and females.

hat	pants
coat	jacket
shoes	pajamas
socks	

5. Clothes help protect our bodies.

a. We wear clothes to keep our bodies from being cut or scratched.

b. We wear clothes to keep the hot sun from burning our skin in summer.

c. We wear clothes to keep our bodies warm when the weather is cold in winter.

E. We are all alike in many ways.

1. We have the same basic body parts.

2. We have the same basic needs.

a. We need food, water, and air.

b. We need exercise to be healthy.

c. We need sleep and rest to be healthy.

d. We need to keep our bodies clean in order to stay healthy.

F. We are different in many ways.

1. We are different sizes.

a. Some of us are short; some of us are tall.

b. Some of us are fat; some of us are thin.

c. Some of us are big; some of us are little.

2. We have different colors of skin.

a. Some of us have very dark skin.

b. Some of us have very light skin.

c. Some of us have freckles on our skin.

3. We have different colors, textures, and lengths of hair.

a. Some of us have very dark brown, red, or black hair.

b. Some of us have very light red or blond hair.

4. We have different colors of eyes.

a. Some of us have blue eyes.

b. Some of us have brown eyes.

c. Some of us have green or gray eyes.

5. We are different sexes.

a. Some of us are male (boys, men).

b. Some of us are female (girls, women).

6. We are different ages.

a. Some of us are very young infants.

b. Some of us are children.

c. Some of us are adults.

d. Some of us are very old people.

7. Our voices are different.

   a. Our voices are different in volume and pitch.

   b. Each person has his own distinctive voice which can be used to identify him.

8. We have different abilities.

   a. Each person has a certain amount of skill to do different tasks at home and at school.

   b. There are some things we can do better than others and some tasks which others do better than we do.

9. We have different interests or likes and dislikes.

   a. Each person has a certain amount of interest in different activities at home and at school.

   b. There are some activities we like that others do not enjoy and some activities others enjoy that we do not like.

10. There are different ways that each of us feels at certain times.

   a. Sometimes we feel happy which we show by smiling, laughing, clapping our hands, jumping up and down, dancing or singing.

   b. Sometimes we feel sad which we show by frowning, crying, or by being very quiet.

   c. Sometimes we feel angry or mad which we show by frowning or by being very quiet.

   d. Sometimes we feel like being alone.

G. Although we have many differences, we can work together as a group.

   1. We need standards for sharing food, toys, materials.

   2. We need standards for taking turns.

   3. We need standards for caring for our classroom materials.

H. Our bodies grow and change.

   1. When we are very young, we are called babies or infants.

      a. We are very small and light in weight.

      b. We are not able to move about by ourselves.

      c. We have very little body hair and no teeth.

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d. We cannot tell others how we feel or what we want because we cannot talk.

2. As we grow older, we are called children.

a. We get taller and heavier in weight.

b. We begin moving around by learning to walk.

c. We begin to take care of ourselves by using our arms and hands to feel ourselves, to hold and carry objects, and to dress ourselves.

d. We grow more body hair and have teeth.

e. We learn to talk so we can tell others how we feel and what we want.

3. When we are full grown, we are called adults.

a. We stop getting taller.

b. We have strong bones and muscles to help us move and lift heavy objects.

c. Men have body hair on their faces.

d. Women give birth to live young.

e. We can take care of ourselves without help.

4. When we become very old, we are called elderly.

a. Our muscles and bones are no longer as strong.

b. Sometimes we lose our teeth.

c. Sometimes our hair becomes gray or white.

d. Sometimes we cannot see or hear very well.

e. Our skin becomes wrinkled.

f. Sometimes we need help in taking care of ourselves.

I. We are all living things.

1. Living things grow, reproduce, and need food, water, and air in order to live and grow.

2. Things which are not alive are called non-living things.

3. Clothes, furniture, and toys are some non-living things because they do not grow and reproduce.

III. SEQUENCED INSTRUCTIONAL GUIDE

III. Sequenced Instructional Guide

UNIT UNDERSTANDING: A. Everybody has a name.

1. Each of us has a first name.

2. Names are used for identifying ourselves and each other.

3. Some of us have the same first or last name as someone else.

4. Most of us have a middle name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to discussion and song Separates and combines melody, rhythm, and words of song Isolates proper names from other song words ABSTRACTING SKILLS Conceptual Skills Knows concept of self Knows words, melody, and rhythm of song Recognizes proper names of self, teacher, other children Association Skills Relates self with a proper name Relates teacher and other children with their proper names RESPONSE SKILLS Verbal Skills Identifies self by proper name Reproduces melody, rhythm, and words of song Answers when proper name is spoken or sung	1. Basic Activity Talk to the children about your own name and the names of any other teachers or adults in the classroom. Emphasize the fact that everyone has a special name. Move around the group and ask each child "Who are you?" Encourage each one to give his first name. If any child does not give his name, you say, "This is _____." If any children share the same first name, draw this fact to the attention of the group. Indicate that there is a problem: Whenever you use the name, both (or more) children will respond. With the children, decide what you will call these children (using a middle name or last name) in order to identify each one. Teach the children the song "Where is Mary?" Sing the whole verse, indicating the lines that a child should sing. Select a child most likely to participate as a role model, and demonstrate the song for the group. Then move around the group, singing to each individual child as all the children help sing the teacher's lines. Evaluation Note how many children (1) respond to their names, (2) answer when their names are called, (3) sing the correct melody and words to the song

UNIT UNDERSTANDING: A. Everybody has a name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.) Extension Activities This song can be sung often during the unit. As soon as the children are responding eagerly, ask individual children to assume the role of the teacher. This will help them learn to identify all the other children in the group. Throughout the unit, emphasize each child's name in every possible way. Some suggested techniques are: a. Whenever you speak to a child, ask him a question, give him directions, or respond to his comments, use his first name. b. Encourage the children to refer to each other by name. c. Make each child a name tag to wear around his neck for several days. This will help you to identify the child and will help the child understand that his name is important. d. Make a name tag for each child's chair and coat hook. This practice should be continued throughout the year to encourage the child to learn to recognize and later identify his printed name. e. Print each child's name on all his art and paper work. This should be done as the child watches or helps you hold the crayon. By continuing to do this all year, you will help the child recognize the letters in his name and their order, and he will probably attempt to reproduce his name by the end of the year.
c, d, e. Discriminates, recognizes, and identifies printed name for self Relates printed name with spoken name for self	

UNIT UNDERSTANDING: A. Everybody has a name.

1. Each of us has a first name.

2. Names are used for identifying ourselves and each other.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher and book Isolates objects in the pictures Auditory Skills Listens to the story being told Listens to labels for pictures Listens to questions ABSTRACTING SKILLS Conceptual Skills Knows objects in the pictures Knows concept of a name Understands simple questions Association Skills Relates pictures with the events in the story Relates objects in the pictures with their labels RESPONSE SKILLS Verbal Skills Answers simple questions about story Labels objects in pictures Describes drawing Motor Skills Manipulates crayons and paper	2. Basic Activity Read the book Maria, Everybody Has A Name to the children. This may be the first time a book is used with these children. Describe the book: It has a front cover and a back cover "just as you have skin to protect you." Call attention to the title or name of the book. Also note the picture of a little girl about the same age and size as the children in the room. This book should be picture-read; therefore, the teacher must be very familiar with the story. When picture-reading to children, hold the book so all children can see the pictures. Tell the story in sequence using the pictures in the book to illustrate each part of the story you tell. The amount of the story you will include will depend upon the attention span of the children. If they seem restless, quickly finish the story. Just before the end of the story ask, "Do you think Maria will ever say her name?" When you have finished the story, emphasize the fact that Maria, like each of them, does have a name. Assessment Activity Let the children use crayons and paper and draw one thing or one person from the story. As they draw encourage them to tell you about their picture and other parts of the story.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

1. Each part of the body has a name.

2. The head has very special parts, each with a name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on child's body Isolates the major parts of the body Auditory Skills Listens to labels for body and parts ABSTRACTING SKILLS Conceptual Skills Knows concept of body Knows major body parts Association Skills Relates each body part with its label RESPONSE SKILLS Verbal Skills Labels the major body parts Repeats complete sentence responses modeled by teacher Motor Skills Locates a body part when named	1. Basic Activity Using yourself and a child, show the children what is meant by the label "body." Then focus on the basic parts -- head, shoulders, arms, hands, chest, hips, legs, feet. Point to the head of the demonstration child, making sure to indicate the whole head. Ask the children if anyone can name this part of the body. If no one gives the label "head," supply the label. Ask the children to repeat the word. Encourage the children to say, "That is a head," or "That is _____'s head." Ask the child to find the same part on your body. Continue this procedure, moving from head to feet. When all the basic parts have been covered, repeat the procedure for any of the parts which were unfamiliar to most of the children. Assessment Activity Play a recognition game. Ask individual children to come to the front of the room and find a certain part of _____'s body. If any have difficulty, ask other children to assist. When a child locates a part, encourage the child to name it.
a. Distinguishes, knows, and labels small body parts	Extension Activities a. When the children are familiar with the most basic body parts, introduce the labels for the smaller, more obscure parts -- neck, elbows, wrists, fingers, fingernails, waist, abdomen, knees, ankles, toes, toenails, hair, skin.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.)
b. Discriminates, recognizes, and identifies number concepts -- one, two, one to five Counts body parts one-by-one -- one to five, one to ten	b. Use the parts of the body throughout the unit to develop number concepts and relationships. For example, use the head, neck, chest, and abdomen as examples of sets of one. Use the arms, shoulders, hands, wrists, elbows, hips, legs, knees, ankles, and feet as examples of sets of two. Fingers and toes can be used for one-by-one counting from one to five and eventually to ten.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

1. Each part of the body has a name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on reflection of self in mirror Focuses attention on photograph Isolates body parts Discriminates one photographic image of a child from another Auditory Skills Listens to directions Listens to labels for body parts and to the descriptions of the relationships of body parts ABSTRACTING SKILLS Conceptual Skills Knows body parts Knows mirror and its use Recognizes position concepts -- top, bottom; above, below; over, under; between; at the side; beside; front, back Recognizes number concepts -- one, two Association Skills Relates self with mirror image and photograph of self Relates other children with their photographs Relates each body part and each concept with its label RESPONSE SKILLS Verbal Skills Identifies number concepts -- one, two Identifies photographs of self and other children Motor Skills Reproduces a recognizable model of the body	2. Basic Activity Plan an activity for a small group of children which requires a minimal amount of teacher direction, leaving you free to work with an individual child. Taking one child at a time, give him the opportunity to study his reflection in a full-length mirror. As you name different parts of the body, ask him to point to his own as he looks in the mirror. Then stand behind the child and describe the relationship of his body parts as he watches his reflection. Move your hands from his head to his feet as you emphasize the position of each part. Examples: Your head is on the top of your body; your neck is under your head, between your head and your shoulders. Then ask him "how many" of each part he has. If possible, take a photograph of each child. Display the pictures, with the children's names, in the room where the children can study them and learn to identify the images of each other. Assessment Activities During the unit, give the children many opportunities to reproduce models of body figures using a variety of art and construction materials -- clay, play dough, crayons and paper, paint, Rig-a-Jig, Tinkertoys, etc. Note whether the models of the body become more realistic as the children learn more about body parts and their relations to each other.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

1. Each part of the body has a name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on model of self Focuses attention on mirror image of self Distinguishes body parts in drawing Discriminates likenesses in the colors of crayons and the colors of clothing and skin Auditory Skills Listens to directions ABSTRACTING SKILLS Conceptual Skills Knows body parts Association Skills Relates self with model of self Relates each body part with its label RESPONSE SKILLS Verbal Skills Labels body parts Motor Skills Selects crayons to match the colors of clothing and skin Manipulates crayons within thick line Manipulates scissors appropriately	3. Basic Activity Make a life-size model of each child. Taking one child at a time, have the child lie on his back on a large piece of white or tan butcher paper. Using a black magic marker or thick crayon, draw around his body to make his outline. (Place his arms and legs so that you can draw under the arms and between his fingers and legs.) Ask the child to label the parts of his body which are shown in the drawing. As the child looks at his reflection in the full-length mirror, ask him to select crayons from a box which match the colors of his clothes and his skin. If he has difficulty, assist him in finding the matching colors. Encourage the child to color his model to make it look just like he looks. When the child has finished coloring the model, give him scissors to cut out the form. Show him how to cut on the wide line. Evaluation Assess each child's abilities to do the following: (1) match colors of clothing and crayons, (2) color within the thick line, (3) color body parts to approximate his actual appearance, (4) cut out the model along the line, (5) label body parts. When all the models are finished, hang them on the walls around the room. Put a name label under each one.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	3. (cont.) Extension Activities The models can be used later in the unit in the following ways:
a. Discriminates, recognizes, and identifies the models of other children	a. Point out distinctive features of each and encourage the children to identify the models of each other.
b. Discriminates, recognizes, and identifies size concepts -- tall, short, fat, thin	b. Use the models for size comparisons (tall, short, fat, thin).
c. Discriminates likenesses and differences among colors	c. Use the models for color matching. Point to a color and one model and ask a child to find another model which has the same color on it.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

1. Each part of the body has a name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher as she models appropriate actions for the song or singing game Discriminates circle formation Auditory Skills Listens to the melody, rhythm, and words of the song or singing game Separates and combines melody, rhythm, and words ABSTRACTING SKILLS Conceptual Skills Knows concept of self Knows concept of body Knows body parts Knows words, melody, rhythm, and actions of song Recognizes shape concept -- circle Association Skills Relates the action with appropriate line in the song Relates the action with the appropriate body part RESPONSE SKILLS Verbal Skills Reproduces song correctly Identifies circle formation Motor Skills Reproduces actions of song appropriately Reproduces circle formation by holding hands in a group	4. Basic Activity Teach the children a simple action song or singing game involving the parts of the body. ("Head, Shoulders, Knees, and Toes," "Where's Mister Thumbkin?," songs on Concept Records, Volumes 1 and 3). Select a song which has a relatively simple melody and involves repetition of words. When introducing a new action song or singing game, teach the words and the tune taking one line or verse at a time. After the song has been learned, introduce the appropriate actions or the directions for the game which correspond with the song lines. If you use a circle formation for the game, introduce the concept of a circle and show the children how to "make a circle" by holding hands. Evaluation As the children learn the action song or singing game, note how well each child is able (1) to reproduce the melody, (2) to reproduce the words, (3) to touch or use the appropriate body part as it is designated in the song.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	4. (cont.) Extension Activities a. Throughout the unit, teach the children several songs about body parts. When the children have no difficulty with the simple verses, move on to the songs which have more complex tunes ("Put Your Finger in the Air," "The Hokey Pokey"). b. Whenever the circle formation is used, encourage the children to "make a circle" without help.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

1. Each part of the body has a name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on representations of body parts Discriminates among body parts Discriminates likenesses and differences in sizes of body parts Separates and combines body parts to make a whole Auditory Skills Listens to discussion of body parts Listens to questions concerning positions of body parts Listens to directions concerning assembly of body parts ABSTRACTING SKILLS Conceptual Skills Knows parts of the body Recognizes size concepts -- long, short Recognizes position concepts -- top, bottom; above, below; over, under; between; at the side; beside; front, back Understands "What comes next?" Association Skills Relates representations of body parts with own body Relates each body part and each concept with its label	5. Basic Activity Play a flannelboard game to focus on the positional relationships of the body parts. Make a large felt body, and cut it into parts which can be assembled like a puzzle, or use a commercial flannel set (Instructo, My Face and Body). Introduce the activity by creating an atmosphere of enthusiasm and suspense. Hold up a few pieces of the felt figure and explain that you can make something with these pieces of felt and you wonder if anyone can guess what they could make. Encourage the children to identify the different parts as you show each one. Hold up an arm and a leg to see if they can discriminate between the two. Talk about the concepts "long" and "short" and have the children compare their own arms and legs. As a group, construct the felt figure on the flannelboard, beginning with the head. Ask "What comes next?" as you move down the body. Encourage the children to verbalize where they are placing each part, using the labels for the concepts top, above, below, under, beside, at the sides, next to. Assessment Activity Following the flannelboard activity, give each child a piece of construction paper and an envelope of pre-cut parts to assemble a whole body. This activity can be varied according to the skill level of the children in the following ways:

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels representations of body parts Identifies "What comes next?" Identifies size concepts Describes positions of body parts Motor Skills Arranges body parts to make a whole figure Pastes body parts appropriately	5. (cont.) a. Less skilled or immature children may be more successful if the body pieces are very realistic in appearance, similar to the felt pieces used in the previous activity. In addition, they may require some visual aid in assembling the pieces -- a full-length mirror where they can check their own reflection or a sample of the completed construction figure which is displayed as a model for them to follow. b. More skilled children can probably assemble the pieces without looking at a whole figure (using a mental image of a complete body). When a child has assembled the body parts, give him paste to complete his construction. For each child, provide a jar of paste or a piece of paper towel with a lump of paste on it. Later in the year it will be appropriate to expect children to share paste jars. Encourage each child to use one finger, "pointer finger," for pasting. Place names on the finished work and display them on the classroom wall.
Discriminates, recognizes, and identifies shape concepts -- circle, square, rectangle Discriminates, recognizes, and identifies color concepts -- red, yellow, blue Discriminates, recognizes, and identifies number concepts -- one, two	Extension Activity Many children could use basic shapes to construct a more abstract figure. Examples: Use a circle for a head, a square for the body, and two lengths of thin rectangles for arms and legs. The parts could be of colored construction paper of one or more primary colors (red, yellow, blue), shapes (circle, square, rectangle), sizes (long, short), and number sets (one and two).

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

2. The head has very special parts, each with a name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on reflection of self in mirror Focuses attention on puzzle Distinguishes facial parts in mirror reflection and in puzzle Separates and combines puzzle parts Auditory Skills Listens to labels for facial parts Listens to questions concerning positions of facial parts Listens to directions for game and puzzle assembly ABSTRACTING SKILLS Conceptual Skills Knows concept of self Knows major body parts Knows facial parts Knows mirror and its use Recognizes shape concept -- round Recognizes position concepts -- top, bottom; above, below; over; under; between; at the side; beside; front, back Recognize number concepts -- one two Association Skills Relates self with mirror image of self Relates each facial part and each concept with its label RESPONSE SKILLS Verbal Skills Labels facial parts Identifies positions of facial parts in relation to each other Identifies number concepts	6. Basic Activity Give each child a small hand mirror to observe his reflection as you discuss the head (round) and its parts. Ask the children to identify the basic parts -- face, hair, ears, eyes, nose, mouth -- as you point to your own. Supply any labels they do not give. Then move to other parts -- forehead, eyebrows, eyelashes, cheeks, lips, teeth, chin -- using the same procedure of finding and identifying each part as you used with the body parts. Ask the children questions involving recognition of position concepts. Example: What is above your nose? What is beside your nose? What is under (below) your nose? Then ask individual children to describe where a certain part is located in relation to the other parts. Assist children in verbalizing the orientation when necessary. Collect the mirrors and play a quick, fun action game. Give the children fast directions for finding a body part. Examples: close your eyes, point to your nose, wiggle your ears, open your mouth, close your mouth. Assessment Activity Make face puzzles by mounting large magazine pictures of faces on heavy tagboard and cutting them into pieces. Make some of the puzzles quite simple by making few cuts and keeping basic parts intact. Make others more difficult by increasing the number of cuts made. Give each child a puzzle appropriate to his ability level. As each completes his puzzle, ask him to identify the parts of the head and tell you how many of each part there are. Encourage him to work another puzzle which is a little more difficult.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

2. The head has very special parts, each with a name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on felt face and removable parts Focuses attention on potato and facial parts Detects missing parts of flannel face Separates and combines facial parts Auditory Skills Listens to questions Listens to directions ABSTRACTING SKILLS Conceptual Skills Knows face and facial parts Knows concept of a name Recognizes position concepts Recognizes number concepts -- one, two Association Skills Relates flannel face with own face Relates potato head with real head Relates each object and each concept with its label RESPONSE SKILLS Verbal Skills Labels facial parts Identifies position and number concepts Identifies missing parts Suggests names for flannel face and potato head	7. Basic Activity Play a "What's Missing?" game on the flannelboard. Make the Felt Face with removable parts (DARCEE). Ask individual children to identify a part as you hold it up, and place it on the felt face in the proper position. When the face is assembled, perhaps the children would like to suggest a name for the face. Then introduce the game. Explain that when you tell them to close their eyes, you will remove a part of _____'s face. You will tell them when to look. The first person to raise his hand and correctly tell what is missing (or what _____ has lost) can put the part back on the face. When the children understand the game, ask different ones to assume the role of the teacher. Assessment Activity Make potato heads, using no model or mirror, to see how well the children can place the parts of the head. Give each child a potato for the head. In a sectioned box, place the facial parts which can be plastic pieces from a commercial potato head kit or teacher-made construction paper pieces. Ask each child to select the parts he will need, identify each part, and tell you how many of each he needs. As each child completes his head, encourage him to name it. Assess how well he was able to select, identify, count, and arrange the parts.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Places missing facial part in correct position on flannel face Selects parts needed to complete potato head Assembles small facial parts to make a head	7. (cont.)
	Extension Activity Plan a paste and construction paper activity using a face and its parts. This activity can be planned in a variety of ways to develop basic skills and concepts with children at different levels of ability.
a. Recognizes and identifies position concepts Recognizes and identifies number concepts -- one, two	Examples: a. The children can paste realistic representations of facial features on an outline of a head drawn on a large piece of manilla paper. Focus on position concepts and number sets of one and two.
b. Recognizes and identifies color concepts -- red, yellow, or blue Recognizes and identifies shape concept -- circle Recognizes and identifies size concepts -- large, small Recognizes and identifies position concepts Recognizes and identifies number concepts -- one, two	b. The children can construct a face using one basic shape and one primary color. A large whole circle could be used for the head with small circles of one color to be used for the eyes, nose, and mouth. Focus on recognition and identification of position, color, size, number, and shape concepts.

UNIT UNDERSTANDING: B. The part of us that we see is called the body.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	7. (cont.)
c. Recognizes and identifies color concepts -- red, yellow, blue Recognizes and identifies shape concepts -- circle, square, triangle Recognizes and identifies size concepts -- large, small Recognizes and identifies position concepts Recognizes and identifies number concepts -- one, two	c. If the children have learned several shapes and colors, this activity can be used as a review of colors and shapes. Parts of the face can be made of red, yellow, and blue circles, squares, and triangles. Size concepts can be reviewed or developed by using a large circle for the head and small circles for eyes, a large triangle for a hat and a small one for the nose. Position concepts and number sets would be emphasized as well as color, size, and shape concepts.
d. Describes face using labels for color, shape, size, and number concepts	d. A box of construction paper pieces of three shapes, three colors, and two sizes could be placed on the table. Each child could select whatever pieces he wished for his facial features. Give each child a round piece of white paper for the face. When the faces are completed, each would be asked to describe the color, shape, size, and number of the pieces he used for the face, eyes, ears, nose, and mouth.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

1. We use our legs and feet to move from one place to another and to walk, jump, run, hop, skip, dance, and kick.

2. We use our arms to move and carry objects.

3. We use our hands and fingers to touch, grasp, and carry objects, to clap to music, and to make signals and gestures.

4. We use our eyes to see.

5. We use our ears to hear sounds.

6. We use our nose to help us breathe and to smell odors.

7. We use our mouth to eat, talk, sing, whistle, and breathe.

8. We use our teeth to chew food and to help us speak clearly.

9. Our skin protects our body from rough objects.

10. Our hair helps to keep us warm in cold weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher as she gives directions for game and points to body parts Distinguishes body parts Auditory Skills Listens to directions during game Listens to questions during game ABSTRACTING SKILLS Conceptual Skills Knows concept of body Knows body parts Knows facial parts Knows uses of body parts and facial parts	1. Basic Activity Play a short direction game, asking the children to move or point to different parts of the body. Examples: Close your eyes. Shake your hands. Nod your head. Then focus on one body part at a time and see if the children can tell you the use(s) for each part. Move from the largest, obvious parts such as legs, arms, feet, hands to eyes, ears, nose, mouth, skin, hair. Refer to the children's body parts to encourage responses. Examples: What can Bobby do with his legs? Pretend that Bobby does not have any legs. When you move to parts of the face, have the children cover their ears, pinch their nose, and hold their lips closed to aid them in giving uses for the eyes, ears, nose, and mouth.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Conceptual Skills (cont.) Recognizes motion concepts -- close, open, blink, wiggle, nod, tap, clap, shake, feel, touch, hold, lift, carry, walk, run, jump, climb, hop, eat, chew, drink Association Skills Relates each body part with its use Relates each body part and each concept with its label RESPONSE SKILLS Verbal Skills Identifies uses of body parts Motor Skills Follows directions in game Dramatizes uses of body parts	1. (cont.) With each body part, have the children dramatize all the uses which they can give. Whenever possible, give them additional uses which they have not verbalized. Use actions and objects to illustrate each of the uses. Evaluation To close the activity, ask each child to name a use for one body part as you point to it. When you point to any one part a second or third time, encourage the child to name a use which is different from those already named for that part. Call on the least advanced children for the simple, more obvious ones. Note carefully the parts for which the children can give few uses. Then plan other activities which concentrate on the uses of these parts.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

1. We use our legs and feet to move from one place to another and to walk, jump, run, hop, skip, dance, and kick.

2. We use our arms to move and carry objects.

3. We use our hands and fingers to touch, grasp, and carry objects, to clap to music, and to make signals and gestures.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher as she demonstrates body actions and gives directions Auditory Skills Listens to record Listens to directions for dramatization Distinguishes the rhythm of the music ABSTRACTING SKILLS Conceptual Skills Knows body parts Knows uses of body parts Recognizes motion concepts -- dance, stomp, run, walk, jump, hop, sway, gallop, skip, wiggle Association Skills Relates "listening ears" with careful listening Relates rhythm with body movement Relates each motion concept with its label	2. Basic Activity Select an appropriate rhythm record to dramatize different body actions. First play the record for the children to listen to the music. Introduce the idea of "good listening ears." As you listen to the music with the children, demonstrate different body actions which the music suggests to you. Examples: That music makes me feel like running...like hopping...like dancing. Encourage the children to suggest appropriate actions to correspond with the music. Space the children around the classroom. As you play the record again, give them different action directions to dramatize. Be sure that your directions correspond with the speed and rhythm of the music being played. Evaluation Make careful observations to see which children have understood the directions and how well they can move with the rhythm.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Suggests actions to reproduce Motor Skills Reproduces gesture for "listening ears" Reproduces actions suggested by the teacher or the children	2.(cont.) Extension Activities a. Conduct similar activities with this record or others. Encourage the children to suggest the actions to be dramatized. b. Teach the children several finger-plays, action songs ("Busy"), and songs from records which concentrate on the different movements of legs, arms, feet, hands, toes, and fingers. Use these activities to develop the many different motion concepts which are illustrated.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

3. We use our hands and fingers to touch, grasp, and carry objects, to clap to music, and to make signals and gestures.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on hands and objects Auditory Skills Listens to labels for objects Listens to labels for textures as objects are handled Listens to directions for playing game Tactile-Kinesthetic Skills Discriminates differences in textures among the objects ABSTRACTING SKILLS Conceptual Skills Knows wood, stone, cotton, bark, pine cone, dough, paper, silk, fur Recognizes texture concepts -- hard, soft; rough, smooth; thick, thin Knows an object by touching it Association Skills Relates each object with its texture Relates each object and each concept with its label Classification Skills Comprehends classes of objects which are soft, hard, rough, smooth, thick, thin	3. Basic Activity Make a "Feel It" Box which includes materials and objects having a variety of textures. Examples: pieces of wood (hard, rough) a stone (hard, smooth) cotton (soft, fuzzy) tree bark (rough) pine cone (rough, prickly) dough (soft, sticky) paper (smooth, thin) silk (smooth, thin, slippery) fur (soft, fuzzy, thick) Use the box in an activity to develop tactile discrimination and texture concepts. Begin the activity with a fingerplay or poem about our hands. Then direct the children's attention to their own hands and ask them to tell you all the ways they use them. Be sure that "touching objects" is a use included in the discussion. Introduce the "Feel It" Box in a game fashion. Display one object or piece of material at a time and ask the children to name each one. Give them labels for the materials they cannot identify and return to these a second time. Then proceed to discussing how the objects feel. Present pairs of objects which illustrate opposite texture concepts -- hard, soft; rough, smooth; thick, thin -- such as wood and cotton. With each pair, move around the group as you direct each child to feel both materials. Discuss with the children how each feels.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels objects Identifies texture concepts Identifies object which is touched but not seen Motor Skills Selects object from box Feels object in order to label and identify texture	3. (cont.) Encourage the children to identify the textures. Evaluation To close the activity, ask each child to take one material from the box without looking. Ask him to identify the object and tell something about how it feels. Then ask the group to think of other objects which feel soft, hard, rough, smooth, thick, thin. During snack and lunch times, discuss the textures of objects in the classroom.
	Extension Activities The "Feel It" Box can be used many times throughout the year to extend the development of tactile discrimination. Some suggestions are:
a. Discriminates, recognizes, and identifies texture concepts -- fuzzy, sticky prickly, slippery	a. Use the box to develop other texture concepts: fuzzy, sticky, prickly, slippery, etc.
b. Discriminates, recognizes, and identifies fine differences in texture Uses comparative statements	b. Use the box later to refine discriminations by comparing and ordering the objects. Examples: Find something softer than the wood; find something harder than cotton; find the softest object in the box; etc.
c. Discriminates, recognizes, and identifies weight concepts -- heavy, light	c. Use the box to develop concepts of weight -- heavy and light

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	3. (cont.)
d. Recognizes and identifies object by touch only Identifies texture and weight concepts	d. Play a Blindfold Game with the box. Blindfold one child at a time. Ask him to select an item from the box, identify it and/or describe how it feels.
e. Describes textures of objects without touching the objects	e. As the children learn to discriminate and identify different textures using many concrete objects, begin to use some books which focus on touch (My Bunny Feels Soft, My Hands, What Is Your Favorite Thing to Touch).
f. Sorts objects by textures	f. When the children have developed concepts of basic textures, add more objects to the box so that the children can sort or classify them according to the different textures.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

3. We use our hands and fingers to touch, grasp, and carry objects, to clap to music, and to make signals and gestures.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on hands and paper models of hand Isolates each child and each model hand when counting Auditory Skills Listens to questions and directions ABSTRACTING SKILLS Conceptual Skills Recognizes color concepts -- red, yellow, blue Recognizes number sets -- one to five Knows song name for each finger Association Skills Relates a paper finger with each finger named in song RESPONSE SKILLS Verbal Skills Identifies color concepts Counts children, paper hands, and fingers, one-by-one to ten Identifies number sets Reproduces melody, rhythm, and words of song Motor Skills Manipulates scissors to cut on a line Stands when color of his paper is named Pairs paper fingers with real fingers Points to correct finger during song	4. Basic Activity Make red, yellow, and blue construction paper hands to use for number activities. Ask each child to choose and identify the color of paper for his model hand. Trace the outline of each child's hand (fingers spread) on red, yellow, or blue construction paper and print the child's name on the palm. Cut out the hand. (If a child is skillful in handling scissors, he should be encouraged to cut the hand himself. While you are working with individual children, give those who are waiting or finished some newsprint and crayons to trace their own or each other's hand. When the model hands are finished, use them for a color and number game. Work with a group of six to ten children at a time. Arrange the children in a circle or semi-circle. The following activities are suggested: a. Together count the number of children in the group; then count the number of paper hands. Emphasize the fact that there is a paper hand for each child; there are as many paper hands as children. b. Ask the children with red hands to stand in front of the group. Count the hands; count the children with red hands. Use the words "set of red hands" and emphasize the number of the set. Use the same procedure for the blue and yellow hands. c. Ask the children to count the fingers on their real hand; then, on their paper hand. Emphasize the "set of five fingers." Ask the

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	4. (cont.) children to place their real hand on top of their paper hand, and tell you if there is a paper finger for each real finger. d. Using the paper hand, ask the children to find Mr. Thumbkin, Pointer, Middleman, Ringman, and Pinky (Little Man). Then sing "Where's Mister Thumbkin?" using the model hand. Ask the children to point to the correct paper finger as you sing each verse. Evaluation Note how well each child could do the following: (1) identify the colors of the paper hands; (2) count paper hands and fingers; (3) pair paper fingers with real fingers; (4) identify number sets one to five.
	Extension Activities Use the fingers as "material" in activities designed to develop number concepts and relationships. Find fingerplays and games which involve counting and number sets which you can use with these math activities. a. Use the fingers for counting games -- one-by-one counting from one to five and one to ten. b. Use the fingers to develop the concept of one-to-one correspondence. Each finger on one hand can be matched or paired with a finger on the other hand. c. Use the fingers of one hand to work with number sets from one to five.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

4. We use our eyes to see.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on image of eyes in mirror Focuses attention on objects Discriminates likenesses and differences among objects Auditory Skills Listens to labels for eye parts and eye motions Listens to directions ABSTRACTING SKILLS Conceptual Skills Knows eye and eye parts Knows objects Recognizes motion concepts -- open, shut; wink, blink Recognizes color concepts -- brown, blue, green Understands concepts of same and different Association Skills Relates own eyes with mirror image of eyes Relates "looking glasses" with careful looking Relates each eye part and each concept with its label RESPONSE SKILL Verbal Skills Labels eye, eye parts, and eye motions Identifies color of eyes Labels objects Identifies objects as same or different	5. Basic Activity Give each child a hand mirror to look at his eyes while you discuss them. Together, label and describe the parts around the eyes such as lid, eyelashes, eyebrows. Introduce the labels for eye motions -- open, shut, blink, wink -- and have the children demonstrate each with you. Ask each child to identify the color of his eyes as you collect the mirrors. Introduce the idea of imaginary "looking glasses." Circle your eyes with your thumbs and index fingers and explain that when you do this you want them to put on their "looking glasses" to look very carefully at something. Tell them you are going to show them objects, and you want them to look very closely at them. Show the children two objects which are identical (such as two cups the same color, shape, and size) and one object completely different from the other two (such as a spoon). Ask if someone can tell you which object is different, which are the same, and why. If the children cannot respond appropriately, spend time developing the concepts of "same" and "different." Then move on to other sets of objects, two like objects and one different in each set. Use objects which are already familiar to the children so they will focus only on likenesses and differences. Between each different set of objects, remind the children to keep their "looking glasses" on.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Reproduces eye motions Reproduces gesture for "looking glasses" Selects objects which are the same and different	5. (cont.) Evaluation Display all the objects used in the activity. Point to one object. Ask a child to find an object that is the same as the one you designate and then to find an object that is different. Continue to point to objects until every child in the group has had a turn. Note carefully those children who have difficulty in order to plan additional activities of this sort for them.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

5. We use our ears to hear sounds.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to discussion of ears Listens to directions and sounds Discriminates likenesses and differences among sounds ABSTRACTING SKILLS Conceptual Skills Knows ears and their use Recognizes sounds Association Skills Relates each sound with its source RESPONSE SKILLS Verbal Skills Identifies sounds and their sources Motor Skills Reproduces gesture for "listening ears" Covers eyes with hands	6. Basic Activity Have a short review discussion on the ears and their use. Prepare the children for a listening game by telling them to put on their "listening ears" and to cover their eyes with their hands. Move around the room, making different sounds which should be familiar to the children. After making each sound, stop and ask the children what makes the sound. If no one can identify the source, repeat the sound. If there is still no response, show the children how you made the sound. Examples of sounds: walking on the floor, running water, tapping a pencil, coughing, sneezing, laughing, closing a door, scraping a chair. Evaluation At the end of the activity, repeat the sounds which were difficult for the children to identify.
a. Reproduces sounds for others to identify b. Discriminates, recognizes, and identifies "outside" sounds	Extension Activities a. Play the game again during the unit and have the children take turns making the sounds for the others to identify. b. Later record on tape a variety of familiar sounds that the children might hear outside their homes or near the school. Play the tape for the children and ask them to identify the source of the sound. Note which sounds seem most unfamiliar

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	6. (cont.) to the children. Make a point to listen for these sounds and others whenever you are outside for play or for a walk. Then repeat this activity to see if the children have learned to identify the sounds.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

5. We use our ears to hear sounds.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to directions and sounds Discriminates likenesses and differences among the sounds made by the containers ABSTRACTING SKILLS Conceptual Skills Understands concepts of same and different Association Skills Relates sound with its possible origin or cause RESPONSE SKILLS Verbal Skills Identifies sounds as same or different Guesses contents of container Motor Skills Shakes containers appropriately Selects the correct container to make a matching pair	7. Basic Activity A fun auditory discrimination game can be played with a teacher-made "Sound Matching" Box. Find 12 containers (plastic medicine jars or pill bottles) to make six pairs of shakers. Place an equal amount of rice in two of the jars, making sure that the jars make identical sounds when shaken. Make four more pairs of shakers using different materials such as salt, pins, paper clip, rubber band. Leave the remaining pair of jars empty. Put the 12 shakers in a small box. Each child can take turns selecting a jar and finding its mate with the same sound. Encourage the children to guess what might be inside the jars. Evaluation Note which children have difficulty matching the sounds. Give them opportunities to work individually with the sound box in a quiet place. Some children will find the task easier if they work with fewer pairs of shakers at first (perhaps just two or three pairs). Extension Activity Later the children can help make additional pairs of shakers. Have them look for materials in the classroom or outside (gravel, crayons, tacks, nails) and make pairs of shakers which sound "just alike."

UNIT UNDERSTANDING: C. Each part of the body has a special use.

5. We use our ears to hear sounds.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to songs and voices Listens to directions Discriminates likenesses and differences in volume Discriminates likenesses and differences in pitch ABSTRACTING SKILLS Conceptual Skills Recognizes volume concepts -- loud, soft Recognizes pitch concepts -- high, low Association Skills Relates each concept with its label RESPONSE SKILLS Verbal Skills Reproduces voice volume and pitch as directed Identifies voice as loud, soft, high, low Directs other children to vary volume and pitch	8. Basic Activity Use songs which the children already know to demonstrate how sounds can vary in volume and pitch. Introduce the concepts of loud and soft sounds, then high and low sounds as you sing the song to illustrate each concept. Evaluation Ask each child to say his name four different ways: with a loud, soft, high, and low voice. Then vary your own voice and ask the children to identify how you are talking. Encourage the children to use the words "soft," "loud," "high," and "low" by asking individual children to give directions to the other children to talk a certain way.
Recognizes, identifies, and reproduces variations in volume and pitch when altered simultaneously	Extension Activities Later these concepts can be combined to have the children sing or talk using loud, low voices; soft, high voices, etc.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

6. We use our nose to help us breathe and to smell odors.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to directions Listens to labels for odors Taste-Olfactory Skills Discriminates likenesses and differences among odors ABSTRACTING SKILLS Conceptual Skills Knows concept of nose and its use Knows substances in containers Recognizes substances by odor only Understands concepts of same and different Association Skills Relates each odor with its source Relates each substance and odor with its label RESPONSE SKILLS Verbal Skills Identifies substances as same or different Identifies substances by odor only Motor Skills Selects the correct container to make a matching pair Selects the substance which is named by the teacher	9. Basic Activity Play a "Smell It" game. Fill small containers with a variety of familiar materials having very distinctive odors. Some suggested substances could be perfume, vinegar, peanut butter, onion, paste, or others with which the children are familiar. Fill two containers with each one of the substances. Blindfold a child. Give him a container to smell and instruct him to smell each of the other containers to find one which smells the same as his. When he has found a matching container, encourage him to identify the substance. Supply the label for him if he cannot name it. Give each child a turn. Assessment Activity In a later activity, place just one container of each substance on the table. Blindfold one child at a time and instruct him to find a certain substance which you name. Encourage each child to identify all the substances as he smells the different containers to find the one you have named. Extension Activities As the children become familiar with different odors, particularly foods, play this game again using new substances in the containers.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

7. We use our mouth to eat, talk, sing, whistle, and breathe.

8. We use our teeth to chew food and to help us speak clearly.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher as she identifies mouth and its parts Focuses attention on pictures in book Auditory Skills Listens to labels for mouth parts and their uses Listens to story and questions concerning story ABSTRACTING SKILLS Conceptual Skills Knows mouth, tongue, teeth, lips, and their uses Understands contents of story Understands story's sequence of events Understands simple questions concerning story Association Skills Relates each mouth part with its use Relates each mouth part and each use with its label RESPONSE SKILLS Verbal Skills Labels mouth, tongue, teeth, lips Identifies uses of mouth parts Answers questions concerning story	10. Basic Activity Ask the children to name all the different ways they use their mouths. Demonstrate each use as it is named, and indicate how the tongue, teeth, and lips are involved in each of the uses. Suggest uses which the children do not volunteer. Be sure to include whistling. Read or tell the story Whistle for Willie as you show the children the pictures. Direct the children to put on their "looking glasses" and to look carefully at the pictures. Explain that pictures can tell a story. Evaluation Ask the children very specific questions about the story, moving from the beginning to the end. Make the questions very simple. Examples: What was the boy's name? What did Willie want to be able to do?

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbalizes freely in role-play, dramatization, conversation, recording on tape	10.(cont.) Extension Activities One of the most important uses of the mouth is for talking. Plan many activities which encourage verbalization. Some suggestions are: a. Role-play situations using dolls, puppets, model people, paper dolls, dress-up clothes, and telephones. b. Dramatizations of stories. c. Conversation between teacher and child and among the children at lunch and snack time. d. Frequent use of a tape recorder to encourage singing and talking.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

6. We use our nose to help us breathe and to smell odors.

7. We use our mouth to eat, talk, sing, whistle, and breathe.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to directions Taste-Olfactory Skills Discriminates likenesses and differences among flavors ABSTRACTING SKILLS Conceptual Skills Knows concept of nose and mouth and their use for tasting Knows the items of food Recognizes the foods by taste only Understands concept of same and different Association Skills Relates each flavor with its source Relates each food and flavor with its label RESPONSE SKILLS Verbal Skills Identifies flavors Identifies foods by their taste only Identifies flavors as same or different	11. Basic Activity Plan another blindfold game similar to the "Smell It" game in activity C-9. This time, have the children taste familiar foods and try to identify them. Some suggested items are: applesauce, peanut butter, pickles, orange, marshmallows, mint candy, chocolate candy. Evaluation Note which foods are not identified by each child. Give each an opportunity to taste these foods again at the close of the activity. Extension Activities As soon as the children can identify familiar foods by their taste, plan other activities to refine taste discrimination and develop flavor concepts:

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	11.(cont.)
a. Discriminates, recognizes, and identifies taste concepts -- sweet, sour, bitter, salty	a. Have a tasting party to develop the concepts of sweet, sour, bitter, and salty. As the children taste such items as sugar, lemon juice, strong black coffee, and salt, supply the description label for each one. Provide opportunities for the children to taste, identify, and describe many foods which have these characteristics.
b. Understands that sugar is a sweetener	b. Plan a demonstration to show how something sour can be made sweet by the addition of sugar. As a group, make lemonade from real lemons. Have each child taste and describe the liquid before and after the sugar is added.
c. Discriminates, recognizes, and identifies flavor concepts -- grape, cherry, orange, lemon, peppermint, chocolate, cinnamon, vanilla Relates flavor with its source and identifies source	c. Have tasting parties using items of food with common flavors such as grape, cherry, orange, lemon, peppermint, chocolate, cinnamon, vanilla. Provide opportunities for the children to see and taste the object from which the flavor originated (a lemon, an orange, a cherry) and to sample various products containing the flavor extract. Candy, cookies, cake, juice, and jello make good samples for such an activity. If possible, plan lunch and snack menus to include many of these foods all during the year.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

3. We use our hands and fingers to touch, grasp, and carry objects, to clap to music, and to make signals and gestures.

4. We use our eyes to see.

6. We use our nose to help us breathe and to smell odors.

7. We use our mouth to eat, talk, sing, whistle, and breathe.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on ingredients and procedure for cooking Auditory Skills Listens to explanation of procedure and labels for ingredients Listens to questions Tactile-Kinesthetic Skills Discriminates likenesses and differences in texture and temperature Taste-Olfactory Skills Discriminates likenesses and differences in flavors ABSTRACTING SKILLS Conceptual Skills Knows milk, water, cocoa, sugar, liquid, powder, steam Recognizes texture concepts -- wet, dry Recognizes temperature concepts -- hot, cold Recognizes taste concepts -- sweet, bitter Understands sequence of preparation	12. Basic Activity Make hot chocolate in the classroom in an electric cooker to demonstrate all the things we can learn by using our hands, eyes, nose, and mouth. The following procedure is suggested: a. Show the children the four ingredients -- milk, water, cocoa, and sugar -- and label them together. b. Compare the ingredients. Put a small amount of each one in a dessert dish. Place the four dishes on a tray and move around the group. As each child touches and looks at the four ingredients, talk about "wet" and "dry," "liquid" and "powder." Name other substances and ask the children to describe them as wet or dry. Ask whether the milk is hot or cold. c. Remove the dishes of milk and water from the tray and move around the group again. Ask each child to taste the cocoa and the sugar and discuss "bitter" and "sweet." d. Measure the ingredients. Mix the cocoa and sugar and discuss the fact that the mixture is still dry. Add the water and discuss what happens to the mixture as you stir it.

UNIT UNDERSTANDING: C. Each part of the body has a special use.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Association Skills Relates each ingredient and each concept with its label Relates combination of ingredients with hot chocolate Relates each ingredient with its texture, odor, and taste Relates steam with heat or hot liquids Classification Skills Comprehends classes of liquids (milk, water) and powders (sugar, cocoa) RESPONSE SKILLS Verbal Skills Identifies hot chocolate and its ingredients Identifies texture, temperature, and taste of ingredients Answers questions concerning ingredients and preparation	12.(cont.) e. Place the cocoa mixture in the cooker and stir in the milk. Ask the children to feel the outside of the cooker to see how cold it feels. f. Turn on the cooker and talk to the children about what is happening to the liquid. g. Direct the children's attention to the steam as a sign that a liquid is very hot. Have each come close to the cooker to feel the heat. h. Serve each child a cup of steaming hot chocolate. Leave a small amount of the hot chocolate in the cooker and set it aside in the room. Later in the day, have the children dip a finger into the liquid and discuss what temperature change has taken place. Evaluation As the children drink the cocoa, discuss how it was made. Review the labels "wet," "dry," "hot," "cold," "sweet," "bitter." Ask questions such as: "What did we put into the hot chocolate that was bitter?" "What two ingredients were wet (liquids)?" "What made the hot chocolate sweet?"

UNIT UNDERSTANDING: C. Each part of the body has a special use.

9. Our skin protects our body from rough objects.

10. Our hair helps to keep us warm in cold weather.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on skin and hair with and without magnifying glass Auditory Skills Listens to discussion Listens to labels for skin, hair, magnifying glass ABSTRACTING SKILLS Conceptual Skills Knows skin and hair and the functions of each Knows magnifying glass and its use Recognizes size concepts -- large, big; small, little Association Skills Relates skin, hair, and magnifying glass with their labels Relates magnifying glass with its use Relates skin and hair with their functions RESPONSE SKILLS Verbal Skills Labels skin, hair, and magnifying glass Identifies size concepts Identifies functions or uses of skin, hair, magnifying glass	13. Basic Activity Discuss skin and hair with the children. Have them locate the skin and hair on their bodies. Explain to the children how each of these parts is used for protection. Use a magnifying glass to give each child an opportunity to look closely at his skin. Give the children the label for this object. Demonstrate its function and describe its use using the words "large" (big) and "small" (little). As each child looks through the glass, point out the tiny hairs on his arms and legs. Evaluation During the activity, note whether or not each child can (1) label skin and hair, and (2) use the labels "large" and "small" appropriately.

UNIT UNDERSTANDING: D. We wear clothes on our bodies.

1. Each piece of clothing has a name.
2. Some clothes are worn by males.
3. Some clothes are worn by females.
4. Some clothes are worn by both males and females.
5. Clothes help protect our bodies.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on clothing Isolates each article of clothing Discriminates likenesses and differences in clothing Isolates each child when counting Auditory Skills Listens to discussion and labels the articles of clothing Listens to directions ABSTRACTING SKILLS Conceptual Skills Knows concept of clothing and specific articles of clothing Recognizes number concepts Association Skills Relates each article of clothing with its label Relates certain clothing with girls, with boys, or with both Classification Skills Comprehends classes of girl's clothes and boy's clothes	1. Basic Activity Discuss with the children the fact that the objects we wear on our bodies are called clothes or clothing and that each different piece of clothing has a special name. Select a girl to come to the front of the group. With the children's help, identify each article of clothing she is wearing. As each is named, ask all those who are wearing the same article to raise their hands. Then select a boy and repeat the procedure. Play a direction and counting game. Ask all the children wearing dresses to stand. Then count how many children are wearing dresses. Emphasize that all those children wearing dresses are girls. Ask all those wearing shoes to stand. Count the children. Indicate that both boys and girls wear shoes. Continue naming articles of children's clothing, counting the children wearing each article and indicating who wears it -- boys, girls, or both. Evaluation At the close of the activity, ask each child to name the articles of clothing he is wearing. Note which children are having difficulty. If a child cannot label his clothing, give the names and ask him to point to each one.

UNIT UNDERSTANDING: D. We wear clothes on our bodies.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels articles of clothing Identifies an article of clothing as to whether it is worn by girls or boys Counts children one-by-one Motor Skills Raises hand and stands when an article of clothing which he is wearing is named Points to article of clothing when named	

UNIT UNDERSTANDING: D. We wear clothes on our bodies.

1. Each piece of clothing has a name.

2. Some clothes are worn by males.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on flannel-board materials Discriminates likenesses and differences among flannel pieces Auditory Skills Listens to discussion and directions ABSTRACTING SKILLS Conceptual Skills Knows body parts Knows articles of clothing Recognizes color concepts -- red, yellow, blue Recognizes position concepts -- on, off; over, under; above, below; on top of, underneath Association Skills Relates articles of clothing and concepts with their labels RESPONSE SKILLS Verbal Skills Labels body parts and articles of clothing Identifies the colors and positions of the articles of clothing Motor Skills Selects articles of clothing as verbally directed Places felt clothing on flannel figure	2. Basic Activity Make the flannelboard set Willie the Weatherboy (DARCEE), or use a felt figure of a boy from a commercial material. Introduce the figure by telling the children the boy's name or by asking the children to name him. Show the children the felt clothing and involve them in dressing the boy figure. Ask the more verbal children to suggest the articles of clothing. As each piece is named, ask a child to find that article of clothing and place it on the figure. Discuss the placement of each article in terms of body parts and position. Examples: John put the shirt on his chest, above the pants. When the figure is dressed, play a color game using red, yellow, and blue shirts, pants, and jackets. Give each child a turn to place a certain color shirt, jacket, or pair of pants on the figure. For the more advanced children, give two directions at a time. Example: Mary, can you dress _____ in a red shirt and blue pants? Evaluation Every time the clothing is changed, ask different children to describe what the boy is wearing. Encourage them to name the articles of clothing and to identify the color of each.

UNIT UNDERSTANDING: D. We wear clothes on our bodies.

1. Each piece of clothing has a name.
2. Some clothes are worn by males.
3. Some clothes are worn by females.
4. Some clothes are worn by both males and females.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Auditory Skills Listens to directions and questions ABSTRACTING SKILLS Conceptual Skills Knows articles of clothing Knows special occasions or activities Association Skills Relates articles of clothing with their labels Relates article of clothing with sex and age of person who would wear it Relates article of clothing with special occasion on which it would be worn Classification Skills Comprehends classes of clothing as to whether worn by girls, boys, or both; ladies, men, or both RESPONSE SKILLS Verbal Skills Labels articles of clothing Identifies clothing as to who would wear it, and for what special occasion it might be worn	3. Basic Activity Place pictures of articles of clothing (PLDK Stimulus Cards) in a paper bag. Give each child one or more turns to select a picture from the bag, to identify the picture, and to tell who would wear the clothing -- a boy, girl, both boys and girls (men and ladies). With some clothing, ask when it would be worn -- what special occasion or activity. Evaluation Note carefully which clothing is unfamiliar to the children so that you can plan more activities involving these articles of clothing.

UNIT UNDERSTANDING: D. We wear clothes on our bodies.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
a. Verbalizes freely during role-play Uses voice intonations in role-play Uses gestures and mannerisms in role-play b. Knows and labels articles of clothing Recognizes and identifies color concepts	3. (cont.) Extension Activities a. Fill a large carton with men and women's clothing. Give the children many opportunities to "dress up" and role-play adults engaged in different activities. Continually change the articles of clothing in the box to encourage a variety of possible roles. Try to include clothing and equipment associated with many different occupations. b. Teach the children the song "Mary Wore a Red Dress." When the children have learned the song, sing to different children in the room using the name and clothing description of each one. Example: Jimmy wore a blue shirt. Ask the children what words you could use to sing to different children in the room.

UNIT UNDERSTANDING: D. We wear clothes on our bodies.

1. Each piece of clothing has a name.
2. Some clothes are worn by males.
3. Some clothes are worn by females.
4. Some clothes are worn by both males and females.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on paper doll and clothes Discriminates likenesses and differences among dolls and their clothing Auditory Skills Listens to questions ABSTRACTING SKILLS Conceptual Skills Knows family members Knows articles of clothing Knows concept of special activities or occasions Association Skills Relates article of clothing with family member Relates article of clothing with activity or occasion Relates certain roles with family member RESPONSE SKILLS Verbal Skills Labels articles of clothing, special activities or occasions, and family members Verbalizes freely in role-play situation	4. Basic Activity Locate a paper doll family for informal small group activities. Have each child select a doll and help sort out the clothes which will fit the doll. Encourage the children to role-play real-life situations with the doll family. Dress them for different activities or occasions -- eating, going to bed, going out in the rain -- and question the children concerning what clothing they place on the doll and how they decide the appropriate clothing. Stimulate the children to role-play the actions and verbalizations of these dolls. Encourage the children to trade dolls and assume different roles during the activity. Evaluation Notice how well each child can (1) find the clothing for his doll; (2) identify the clothing; (3) associate certain clothing with certain occasions or activities; (4) associate certain roles with different family members; (5) verbalize the part his doll plays.

UNIT UNDERSTANDING: D. We wear clothes on our bodies.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Selects doll and appropriate clothes Manipulates paper dolls and clothing	4. (cont.)
Relates article of clothing with activity or occasion	Extension Activities Give the children opportunities to dress Willie for different activities.

UNIT UNDERSTANDING: D. We wear clothes on our bodies.

1. Each piece of clothing has a name.
2. Some clothes are worn by males.
3. Some clothes are worn by females.
4. Some clothes are worn by both males and females.
5. Clothes help protect our bodies.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on magazine pictures Isolates pictures of clothing in magazines Auditory Skills Listens to discussion, questions, and directions ABSTRACTING SKILLS Conceptual Skills Knows articles of clothing Knows weather conditions Knows concept of protection and the use of clothing for protection Understands reasons for wearing clothing Classification Skills Comprehends classes of clothing -- boy's, girl's, men's, women's RESPONSE SKILLS Verbal Skills Identifies articles of clothing Identifies the uses of clothing Identifies clothing by class to which it belongs Suggests reasons for wearing clothing	5. Basic Activity Ask the children questions to stimulate them to tell you why they think we wear clothing on our bodies. If they do not verbalize any ideas related to protection, discuss specific situations to lead them in this direction. Examples: (1) Describe a rainy day and ask them what would happen to us if we wore no clothes. (2) Describe walking on rough stones with no shoes. (3) Describe walking through bushes with no clothes on our bodies. Introduce the word "protect" and review the mentioned situations to develop the concept. Assessment Activity Give the children magazines and scissors to look for and cut out clothing pictures. When each child has found several pictures, collect the scissors and magazines. Place pictures or models of a man, woman, boy and girl in front of the children. Ask each child to select one of his pictures, identify it, tell which figure or figures would wear this article of clothing. Continue taking turns until all the pictures are sorted.

UNIT UNDERSTANDING: D. We wear clothes on our bodies.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Manipulates scissors to cut out clothing pictures	5. (cont.)
	Extension Activity The children might enjoy making a clothing poster with their pictures. Draw lines on a large piece of tagboard or newsprint to make four quarters. Paste the pictures of the man, woman, boy, and girl on the poster, placing one figure in each quarter. The children could paste the appropriate clothing in each section of the poster.

UNIT UNDERSTANDING: E. We are all alike in many ways.

1. We have the same basic body parts.

2. We have the same basic needs.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on children, pictures, and objects Discriminates likenesses and differences among people Discriminates among objects and actions in pictures Auditory Skills Listens to discussion, questions, and song words Distinguishes melody and rhythm of song ABSTRACTING SKILLS Conceptual Skills Knows objects and their uses Knows action concepts -- eat, drink, sleep, wash, brush, comb, etc. Understands concept of alike Association Skills Relates real object and action with picture of object and action Relates real objects, pictured objects, and activities with their labels RESPONSE SKILLS Verbal Skills Identifies ways in which people are alike Identifies common activities and needs Labels real objects Labels objects and activities in pictures	1. Basic Activity Ask the children to identify the ways that all people are alike. Encourage them to look at you and each other to find clues. Encourage them to think about ways we all look alike and things which all of us can do. If they cannot name common activities and needs, ask questions to help them verbalize that we all eat, drink, sleep, wash, etc. Show the children pictures (Teaching Pictures) of the ways we care for our bodies in order to be well or healthy -- sleeping, eating, washing hands and face, taking a bath, brushing teeth, getting sunshine and exercise, combing hair. With each picture, discuss why this activity is important and what happens if it is not done. Use actions and objects (spoon, washcloth, soap, toothbrush, comb, and brush) to dramatize each activity. With each picture discussion, ask questions (what, why, when) and give the children information only when they cannot provide it. Teach the children the tune to "The Mulberry Bush." Sing about the activities you discussed. Examples: (1) This is the way we eat our food, (2) ...brush our hair, (3) ...wash our face. As you sing each verse, dramatize the activity using appropriate actions and objects. Ask different children to stand before the group and imitate the verses by pointing to one of the pictures or by selecting an object and demonstrating the activity.

UNIT UNDERSTANDING: E. We are all alike in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Answers questions concerning actions and needs Reproduces melody, rhythm, and words of song Motor Skills Points to the picture which represents an action in the song Dramatizes actions to song	1. (cont.) Evaluation To close the activity, ask individual children to name one way in which all people are alike. Encourage each child to give a different way.

UNIT UNDERSTANDING: E. We are all alike in many ways.

2. We have the same basic needs.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher as she models procedures Auditory Skills Listens to directions ABSTRACTING SKILLS Conceptual Skills Knows objects Recognizes action concepts -- wash, scrub, brush, squeeze, rub, wipe Understands most appropriate times for washing face and hands and brushing teeth Understands sequence of steps in washing face and hands and brushing teeth Association Skills Relates each object and action with its label RESPONSE SKILLS Verbal Skills Labels objects Identifies actions Suggests most appropriate time for washing hands and face and brushing teeth Motor Skills Manipulates materials (for washing face and hands and brushing teeth) appropriately and in correct sequence	2. Basic Activity Provide each child with his own washcloth, soap, toothbrush, and toothpaste which he can use at school. Involve the children in deciding the most appropriate time to wash hands and faces (perhaps before snack), and to brush teeth (after eating). The first time the two activities are introduced, be sure to help the children learn the appropriate techniques (how to rinse all soap from skin before drying, how to squeeze the needed amount of toothpaste, how to move the brush for correct cleaning to occur). Emphasize the sequence of steps both in washing and in brushing teeth. Assessment Activity The following day, watch the children to observe which ones do and do not remember the correct procedures. Assist the children who are having difficulty. Praise those who are able to perform these two tasks quite independently.

UNIT UNDERSTANDING: E. We are all alike in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	2. (cont.) Extension Activities Use these activity times to develop basic concepts:
a. Discriminates, recognizes, and identifies color concepts -- red, yellow, blue	a. Color concepts -- red, yellow, blue (washcloths and toothbrushes)
b. Discriminates, reocgnizes, and identifies shape concepts -- square	b. Shape concepts -- square (washcloth)
c. Discriminates, recognizes, and identifies size concepts -- long, thin	c. Size concepts -- long, thin (toothbrush and toothpaste)
d. Discriminates, recognizes, and identifies position concepts -- up, down, around, on, off, in, out	d. Position concepts -- up, down, around, on, off, in, out
e. Pairs objects in one set with objects in another set (one-to-one correspondence) Counts objects one-by-one	e. Number concepts -- one-to-one correspondence of sets (children, washcloths, toothpaste, toothbrushes, soap); one-by-one counting of materials
f. Discriminates, recognizes, and identifies texture concepts -- soft, hard, rough, prickly, slippery, dry, wet	f. Texture concepts -- soft, hard, rough, prickly, slippery, dry, wet
g. Discriminates, recognizes, and identifies temperature concepts -- hot, cold, warm	g. Temperature concepts -- hot, cold, warm (water)
h. Discriminates, recognizes, and identifies taste-olfactory concepts	h. Odor, taste, flavor concepts -- (soap, toothpaste)
i. Recognizes and identifies actions -- wash, brush, squeeze, rub, wipe, scrub	i. Action concepts -- wash, brush, squeeze, rub, wipe, scrub

UNIT UNDERSTANDING: F. We are different in many ways.

1. We are different sizes.
2. We have different colors of skin.
3. We have different colors, textures, and lengths of hair.
4. We have different colors of eyes
5. We are different sexes.
6. We are different ages.
7. Our voices are different.
8. We have different abilities.
9. We have different interests or likes and dislikes.
10. There are different ways that each of us feels at certain times.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on children Discriminates likenesses and differences among physical characteristics of children Auditory Skills Listens to directions and questions ABSTRACTING SKILLS Conceptual Skills Knows body parts Knows articles of clothing Recognizes likenesses and differences in color, size, and texture	1. Basic Activity Plan a likeness and difference activity comparing children in the classroom. Ask a boy and a girl to stand in front of the group. Ask the other children to identify all the ways that the two children are alike. If they need encouragement to respond, ask questions. Example: What do you see that both these children have? (clothes, arms, legs, hair, etc.) When the group has identified many likenesses, ask the children in what ways these two children are different. Ask questions to focus attention on differences in size, skin color, hair color and length, eye color, sex, clothing. Evaluation Select another pair of volunteers for comparison. Ask each member of the group to identify one difference in the two children.

UNIT UNDERSTANDING: F. We are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Identifies ways in which two children are alike and different including dimensions of color, size, and texture Uses comparative statements -- taller, shorter; bigger, smaller; lighter, darker; shorter, longer	1. (cont.) Note which children can and cannot identify likenesses and differences and which dimensions of comparison are difficult for the group as a whole. Plan additional activities for certain children or for the total group.
	Extension Activities a. Plan an activity in which the children compare the characteristics of two children using large pictures or models of children (Judy Story Sets). b. If you have taken a picture of each child in the class, plan small group activities in which the children can compare each other while looking at their pictures. c. With more advanced children, use books pertaining to differences in human characteristics (Straight Hair, Curly Hair; Your Skin and Mine; Look at Your Eyes).

UNIT UNDERSTANDING: F. We are different in many ways.

1. We are different sizes.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on children and charts Discriminates likenesses and differences in height among children and among height marks Discriminates self portrait and name from those of other children. Auditory Skills Listens to directions and questions RESPONSE SKILLS Verbal Skills Identifies size concepts Uses comparative statements -- taller, shorter; tallest, shortest Motor Skills Draws image of self Orders self and others by increasing height Finds a height mark taller than and shorter than the designated mark	2. Basic Activity Make a chart showing the height of each child to use for size comparisons. Make a marker for each child by cutting white tag board strips approximately 2" wide and 45" - 50" long. Attach the strips to a wall of the classroom. Place the strips parallel to each other in a vertical position with the bottom of each strip just touching the classroom floor. Have each child draw his own "portrait" to attach to the top of his strip. Place a name card for each child above his portrait. Work with small groups of five or six children at a time. Focus on the concepts of tall and short by comparing your height with that of one of the children. Then compare two children to establish which one is the taller and which is the shorter of the two. Then show that the taller of the two becomes the shorter when compared to you. After comparing the heights of the children, see if they can order themselves in a line from shortest to tallest. Have one child at a time stand against his strip on the wall. Place a piece of cardboard on his head to designate his height. Hold the cardboard steady as the child stands on a chair and makes a line (with a felt pen) on his strip to mark his height. Assessment Activity After the heights of all five children have been marked, ask individual children to compare the marks and find the tallest and shortest marks. Point to a mark and ask a child to find one which is taller, and then one which is

UNIT UNDERSTANDING: F. We are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	2. (cont.) shorter than the mark to which you point. Continue this procedure until every child has had a turn. If the children have difficulty discriminating among the heights of the marks, cut off the tops of the strips right on the height line. If the children have no trouble comparing the height marks, leave the excess at the top of the strip so that you can mark the child's height several times during the year as he grows.
	<u>Extension Activities</u> a. After completing the unit, remove the strips and store them. Every three or four months, repeat the basic procedure in this activity to dramatize the fact that the children are growing. Each time you measure, use a different color pen to draw the height line.
b. Discriminates, recognizes, and identifies size concepts -- fat, thin	b. Plan other activities where you compare people in terms of being fat or thin. Collect magazine pictures of people of different sizes for the children to compare.

UNIT UNDERSTANDING: F. We are different in many ways.

6. We are different ages.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Isolates pictures of people in magazines Discriminates characteristics which indicate general age categories Auditory Skills Listens to discussion, directions, and questions ABSTRACTING SKILLS Conceptual Skills Recognizes size concepts -- big, little; short, tall Recognizes texture concepts -- wrinkled, smooth Understands age concepts -- young, old; younger, older Association Skills Relates certain physical characteristics with young, old; younger, older RESPONSE SKILLS Verbal Skills Identifies age according to certain physical characteristics Uses comparative statements -- younger than, older than Motor Skills Manipulates scissors	3. Basic Activity Ask each child how old he is. Discuss age with the children. Examples: Who do you think is older, you or your teacher?...Your teacher is older than you; she has lived a much longer time than you. Who do you think is older, you or your mother (daddy)?...Your mother and daddy are also older than you because they have lived much longer than you. Who is younger, you or your baby brother (sister)?... Age is a difficult concept for children to grasp. Try to keep your examples simple and concrete. Use magazine pictures of babies, children, parents, and old people to illustrate age differences. Discuss with the children the physical characteristics of the figures which give clues to their age (size, hair color, skin texture, etc.). Assessment Activity Give each child a picture magazine and ask him to find and cut out pictures of someone older than he is and younger than he is. Ask each child to describe the age of the figures he finds in relation to himself (which are younger than he; which are older than he).

UNIT UNDERSTANDING: F. We are different in many ways.

7. Our voices are different

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to discussion Listens to voices on the tape and during the game Discriminates differences among voices ABSTRACTING SKILLS Conceptual Skills Recognizes voices of children Association Skills Relates voice sound with a particular person RESPONSE SKILLS Verbal Skills Reproduces melody, rhythm, and and words of song Identifies children's voices	4. Basic Activity Discuss with the children the fact that each one of them has his own special voice which is a little different from anyone else's. Ask the children to select several songs to sing. As they are singing, move around the group with a tape recorder and record the voices of several individual children and yourself. Ask the children to listen carefully while you play the tape. Encourage the children to identify the different voices as they hear them played. Do this several times in order that every child has an opportunity to record and hear his own voice. Explain that we can identify the voices because each one is different from all the others. Assessment Activity Play a game with the children. Blindfold one child. Point to another child to speak and see if the blindfolded child can identify the voice. Give each child a turn at both being blindfolded and speaking to be identified.

UNIT UNDERSTANDING: F. We are different in many ways.

8. We have different abilities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on other children and the leader Auditory Skills Listens to discussions and directions ABSTRACTING SKILLS Conceptual Skills Recognizes motion concepts modeled by leader Understands concepts of easy and hard RESPONSE SKILLS Verbal Skills Identifies a task as easy or hard Motor Skills Reproduces the actions modeled by the leader	5. Basic Activity Ask each child to do several motor-coordination tasks such as button a shirt, zip a zipper, fasten snaps, tie shoe laces, run a race, balance on a board, hop, skip, jump. When selecting such activities, be sure to include something that each child can do. After each child has completed the selected tasks, ask him which was the easiest for him to do and which the hardest. Direct the children's attention to the fact that we are different in what each one finds easy and difficult to do. Then discuss how other school activities, such as pasting, painting, listening to stories, cutting, are easy for some children and difficult for others. Assessment Activity Teach the children the game "Follow the Leader." The teacher can be the first leader. Then let the children volunteer to be leaders. Each leader will differ in what he asks the group to do, depending on his abilities. Extension Activity Play the game all year to note how the abilities of different children change as a result of new experiences and practice.

UNIT UNDERSTANDING: F. We are different in many ways.

9. We have different interests or likes and dislikes.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on the activities available for choice Auditory Skills Listens to discussion Listens to choices available for "selected activity" ABSTRACTING SKILLS Conceptual Skills Understands concepts of like and dislike Understands concept of choice RESPONSE SKILLS Verbal Skills Identifies likes and dislikes Identifies a choice of activities	6. Basic Activity Discuss the fact that we are different in what each of us likes and dislikes. Ask each child to name his favorite food. Make a list of all those mentioned, and then review all the different foods that were mentioned as favorites. Ask each child which food he likes least (or dislikes most). Repeat the same procedure as with the favorite foods. Continue the survey of likes and dislikes using smells, sounds, songs, school materials, etc. If songs are used, you may wish to sing a few of their favorites. Assessment Activity Introduce a "selected activity period" which is a block of time in the day when each child selects from three or four available activities something that he would like to do. Make sure that the activities are familiar to the children in order to encourage purposeful choosing. The objective during this choice time is to encourage each child to persist at a task which he likes. At the beginning of selected activity period, have the three or four areas of the room set up with the materials which are available for that day. Explain to the children what activities are available, pointing to the area of the room where each activity will take place. Go around the group asking each individual child to make his choice as you name the three or four activities. Some suggested activities for early in the year might be wooden blocks in one corner of the room; role-play with dress-up clothes

UNIT UNDERSTANDING: F. We are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	6. (cont.) in another corner; puzzles at one table; paper and crayons or magazines, scissors, paste, and paper at another table.
	<u>Extension Activities</u> As the year progresses, continue using the selected activity time once a day or several times a week. The choices offered should vary and the number of activities available should increase as the children learn how to use many different materials and develop the ability to make choices. Gradually include more school-type activities among the choices -- books, table games, water colors.

UNIT UNDERSTANDING: F. We are different in many ways.

10. There are different ways that each of us feels at certain times.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on facial expressions Discriminates between smile and frown on children in mirror reflections and in pictures Auditory Skills Listens to discussion, directions, and questions ABSTRACTING SKILLS Conceptual Skills Knows facial expressions -- smile, frown Understands affective concepts -- happy, sad Association Skills Relates smile with happiness, frown with sadness Relates smile and frown with their labels Relates happiness and sadness with particular circumstances RESPONSE SKILLS Verbal Skills Labels smile and frown on children in pictures Identifies affective concepts -- happy, sad Uses negative statements -- not happy, not sad Suggests circumstances which cause happiness and sadness	7. Basic Activity Arrange the children's chairs in a semi-circle. Ask the children to look at the persons sitting next to them. Do they see happy or sad faces? Ask one of the less shy children to "put on" a happy face. The others should look at his face and tell how they know he is happy. Be sure that the children notice wide-open, bright eyes, and the turned-up edges of the mouth. Label this expression a "smile" and ask the children to suggest some things that make them happy. Choose another child to "put on" a sad face and ask the others to describe it. Be sure that the children notice that the edges of the mouth are turned down, the eyes are droopy, and there are wrinkles in the forehead. Label this expression a "frown" and discuss the things that make us sad or unhappy. When the children seem to understand the differences between a smile and a frown, pass out small hand mirrors and ask the children to look at themselves as they make smiles and frowns. Ask them to notice how their faces change when they change expressions. Evaluation Collect the mirrors and tell the children that now you are going to draw some faces and they are to decide which are happy and which are sad. On a chalkboard or large piece of paper, draw a happy face by making a large circle, round, wide eyes, and curved line with the ends turned down for the mouth. You might add tears, stating

UNIT UNDERSTANDING: F. We are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	7. (cont.) that sometimes when we are sad, we cry. Ask the children to identify the expressions you draw and tell why the face might be smiling or frowning. When discussing the frowning face, use the label "not happy" as well as "sad" to emphasize that sad is the opposite of happy.
a. Reproduces faces with happy and sad expressions Describes drawing using labels such as "happy," "sad"; "smile," "frown"	<u>Extension Activities</u> a. Give the children paper and crayons and ask them to draw smiling and frowning faces by modeling the ones that you have drawn. The children will probably indicate expression only by curving the mouth up or down; however, some may include details. Have the children describe the faces they have drawn.
b. Discriminates, knows, and reproduces words, melody, and rhythm of songs	b. Teach the children songs which stress affective concepts -- "I'm So Glad I Came to School Today" (DARCEE), "If You're Happy." Emphasize the appropriate facial expression while singing.

UNIT UNDERSTANDING: F. We are different in many ways.

10. There are different ways that each of us feels at certain times.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on facial expressions Isolates facial expressions in pictures of story Discriminates among facial expressions Auditory Skills Listens to story and labels for affective states Listens to directions, discussion, and questions ABSTRACTING SKILLS Conceptual Skills Knows facial expressions Understands affective concepts -- glad, sad, bad, sorry, good, frightened, brave, grouchy, gentle, mean, happy Understands the events in story Association Skills Relates facial expression with affective state Relates affective state with particular circumstances Relates each affective state with its label RESPONSE SKILLS Verbal Skills Labels facial expressions Identifies affective concepts Suggests circumstances which cause particular affective states Motor Skills Reproduces facial expressions modeled by teacher	8. Basic Activity Read the book Jack Is Glad, Jack Is Sad to the children. Include only the emotions that the children are most likely to understand: glad, sad, sorry, good, frightened, brave, grouchy, gentle (or nice), mean, and happy. Be sure that the children notice how Jack's expression changes throughout the story. Model each one of the expressions and ask the children to reproduce it. Assessment Activity Play a "Go Fishing" game with study prints of various facial expressions (Understanding Our Feelings or magazine pictures). Place a large paper clip at the top of each picture and put them in a large basket. Give the child who is "fishing" a pole with a large magnet (hook) attached to a long string. Each child can have a turn fishing into the basket. When he "catches" a picture, he should hold it up for the others to see. Then ask him to identify the expression and to tell a "story" about the person in the study print, explaining why he looks that way. If the child cannot respond, prompt him by asking what would make him feel like the person in the picture.

UNIT UNDERSTANDING: F. We are different in many ways.

10. There are different ways that each of us feels at certain times.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on plaques or pictures Discriminates likenesses and differences among facial features Auditory Skills Listens to directions and questions ABSTRACTING SKILLS Conceptual Skills Knows facial features Understands concepts of alike and different RESPONSE SKILLS Verbal Skills Labels facial features Identifies faces as alike or different Identifies the specific facial features which are alike or different	9. Basic Activity With a small group of children, conduct a visual discrimination activity finding likenesses and differences among facial features (Perception Plaque Set or teacher-made faces on 3" x 3" cards). Make eight sets of three faces. In each set put two faces that are exactly alike and one that is different. Show the children a set of Plaques or cards and compare the three faces according to each feature (eyes, nose, and mouth). As a group, determine which two faces are the same, which one is different, and how it differs from the other two. Work with several sets of faces until the children understand the task. Evaluation Give each of the children a set of three faces. Ask them to look carefully at their pictures and decide which two faces are alike and which one is different. As each child raises his hand, ask him to tell which two of the faces are alike, which is different, and how it differs from the other two. When the children have completed their explanations to you, they may exchange sets of faces. Continue this procedure until each child has worked with several different sets.

UNIT UNDERSTANDING: G. Although we have many differences, we can work together as a group.

1. We need standards for sharing food, toys, and materials.

2. We need standards for taking turns.

3. We need standards for caring for our classroom materials.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Isolates objects and actions in the pictures Auditory Skills Listens to discussion and questions ABSTRACTING SKILLS Conceptual Skills Understands concepts of sharing, taking turns, helping, and working together Understands concept of a rule Understands reason or reasons for a rule Association Skills Relates situation in picture with real situation in the classroom or at home RESPONSE SKILLS Verbal Skills Labels objects and actions in pictures Identifies examples of sharing, taking turns, helping, and working together Suggests reasons for a rule	1. Basic Activity Locate several pictures which illustrate situations where children or adults are sharing, t_king turns, helping each other, working together, and sharing ideas (Teaching Pictures -- Social Development or magazine pictures). Displaying one picture at a time, encourage the children to describe what is in the picture and to "tell a story" about what is happening in the picture. Emphasize the words "sharing," "taking turns," "helping" as they are appropriate. With each different picture, use examples of familiar situations in the classroom to further develop the concept illustrated by the picture. Example: When focusing on a picture involving sharing, discuss the times during the day when sharing is necessary -- when using a limited number of materials of one kind like tricycles or blocks, or when eating at snack or lunch time. Ask the children to volunteer examples of sharing, taking turns, and helping at home. Encourage all the children to participate in the picture discussions.

UNIT UNDERSTANDING: G. Although we have many differences, we can work together as a group.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.) Assessment Activity Discuss general classroom rules which encourage sharing, taking turns, or helping, and see if the children can suggest reasons why each rule is necessary. Example: Ask the children to think why you ask them to raise their hand to receive attention, why you ask them to speak in low voices during work period, or why you ask each child to clean up and put away one material before getting out another. Notice whether or not the children sense the necessity for simple classroom rules.
Identifies a classroom problem Suggests a rule to solve the problem.	Extension Activities When classroom problems develop during the year, such as messy cupboards or high noise level, discuss the problem with the children and involve them in arriving at a rule to solve the problem.

UNIT UNDERSTANDING: G. Although we have many differences, we can work together as a group.

1. We need standards for sharing food, toys, and materials.

2. We need standards for taking turns.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures in story Discriminates among facial expressions of characters in the story Auditory Skills Listens to discussion, questions, and story ABSTRACTING SKILLS Conceptual Skills Recognizes affective concepts Understands concepts of friend and enemy Understands concepts of sharing, taking turns, helping, and solving problems Understands the story content and the sequence of events in story Association Skills Relates certain characteristics with friend and enemy RESPONSE SKILLS Verbal Skills Describes characteristics of a friend or enemy Suggests solutions to problems between friends Identifies affective concepts in story Answers questions concerning story content and sequence of events in story	2. Basic Activity Discuss with the children what it means to have a friend or to be a friend. Ask individual children to tell what a friend is. Describe several simple problem situations involving two children and ask the children how two friends would solve the problem. Example: two boys with only one tricycle, two children and only one apple or cookie. Use names of your children in the situations to hold their interest. Read the story Let's Be Enemies to the children. Show the pictures as you read. Encourage the children to identify the feelings of James and John in the story.

UNIT UNDERSTANDING: G. Although we have many differences, we can work together as a group.

3. We need standards for caring for our classroom materials.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to standards concerning use of a material Listens to song Distinguishes melody, rhythm, and words of song ABSTRACTING SKILLS Conceptual Skills Understands concept of "clean-up time" Association Skills Relates song with clean-up time RESPONSE SKILLS Verbal Skills Reproduces melody, rhythm, and words of song	3. Basic Activity Every time you introduce a new piece of material to the children, be very certain to explain carefully and simply the rules for its use and care. From the beginning of the year, involve the children in collecting, cleaning, and putting away any materials they use for an activity. Teach the children the song "It's Clean-Up Time." This song can be used daily to signal the end of an activity when clean-up is necessary before outdoor play, lunch, or snack. Evaluation Notice which children do and do not care for and help clean up materials. Give much attention and praise to those children who are helping. Extension Activity As the year progresses, the children should be expected to assume increasingly more responsibility for clean-up time.

UNIT UNDERSTANDING: H. Our bodies grow and change.

1. When we are very young, we are called babies or infants.
2. As we grow older, we are called children.
3. When we are full grown, we are called adults.
4. When we become very old, we are called elderly.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on baby, baby objects, and pictures of babies Discriminates likenesses and differences between self and baby Auditory Skills Listens to discussion and questions ABSTRACTING SKILLS Conceptual Skills Knows body parts and the function of each Recognizes size concepts -- big, little; large, small; larger, smaller Recognizes action concepts -- crawl, walk, cry, talk, coo Understands age concepts -- young, old; younger, older Understands sequence of human growth Knows objects and pictures of objects Knows function of each baby object Association Skills Relates baby with certain objects and characteristics Relates each real or pictured object with its label Relates objects which have a similar function	1. Basic Activity If at all possible, ask a mother to bring a baby to school. (A doll could be substituted.) Encourage the children to watch the baby and gently touch a hand or foot if the mother permits. Ask the children to name the ways the baby is like them and different from them. Be sure the children compare size, body parts, means of moving about, eating, communicating with others, number of teeth, amount of hair, and amount of independence. Discuss how they were all once this small (young). Good food, exercise, and care help us to grow from babies to children to adults. Assessment Activity Hold up various objects and pictures of objects which one associates with a baby. Ask individual children to label each object and tell why a baby uses or wears the object. Then ask the child to explain why he does not use or wear the same object. Whenever appropriate, ask the child what he uses or wears in place of the baby object. Example: If the object is a bottle, the child would say that he uses a cup or glass for drinking because he is able to hold it. If the object is a bib, the child might say he doesn't wear one because he spills very little food. He may use a napkin instead.

UNIT UNDERSTANDING: H. Our bodies grow and change.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Identifies way in which baby is alike and different from self Labels real objects and pictured objects Suggests objects which are similar in function to the baby objects	

UNIT UNDERSTANDING: H. Our bodies grow and change.

2. As we grow older, we are called children.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher and pictures in story Auditory Skills Listens to story, questions, and discussion ABSTRACTING SKILLS Conceptual Skills Knows facial expressions Recognizes affective concepts Recognizes size concepts -- big, little; large, small; bigger, larger, smaller Understands sequence of events in story Understands sequence of human growth Association Skills Relates facial expression with affective state Relates affective state with its cause Relates picture with event in story sequence RESPONSE SKILLS Verbal Skills Answers questions concerning story content and sequence of events Interprets pictures (picture-reading	2. Basic Activity Read or picture-read the book Bunny's New Clothes. Make sure all the children have an opportunity to look at the pictures as you move through the story. When Oliver starts to cry, ask the children why he is so sad and how they would feel. Some children may find this amusing, but others will feel sad. Both reactions are acceptable. As you move on, ask the children questions to build anticipation for the events to follow. Examples: Ask what they think Oliver's mother will do about the tight clothes. Evaluation Because this is a simple story, it should be fairly easy for the children to recall the events in sequence. Ask questions, beginning with the bunny's name and what he did when he woke up one morning, to help the children recall the story. Show the pictures in the book as clues to the events which took place. At the close of the review, emphasize the fact that Oliver was growing (getting bigger). Ask the children if anyone is wearing shoes or a dress, shirt, or pants which are beginning to feel tight. Talk about how they are all growing bigger. Extension Activity Read other stories about growth and change such as Patrick Will Grow or When I Grow Up.

UNIT UNDERSTANDING: H. Our bodies grow and change.

1. When we are very young, we are called babies or infants.
2. As we grow older, we are called children.
3. When we are full grown, we are called adults.
4. When we become very old, we are called elderly.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on height charts and pictures Discriminates likenesses and differences in physical characteristics of people in pictures Scans pictures from left to right Auditory Skills Listens to discussion, new labels, questions, and directions ABSTRACTING SKILLS Conceptual Skills Recognizes size concepts -- short, tall; shorter, taller; big, little; large, small; bigger, larger, smaller Understands age concepts and growth cycle -- infant, child, teenager, adult, elderly person Understands adult activities and occupations Association Skills Relates age of a person with certain characteristics Relates each stage in the growth cycle with its label	3. Basic Activity Plan an activity to review and expand the concepts of height, growth, and age which were introduced in activities F-2 and F-3. Direct the children's attention to their height charts on the classroom wall. Ask the children if they will always be the same height as the charts now show. How will they change in height over the year? Ask different children to find their charts and point to where they think their height lines might be when they go to first grade. Accept any response which indicates the child understands that the line will move up because he will grow taller. Then ask the children how they will look when they are "all grown up." What types of things can adults do? Ask each child to contribute something he would like to do or "be" when he becomes a grown-up or adult. Discuss changes which occur in adults as they grow older. As they grow older, we say they become "elderly." Ask different children to describe a grandparent or great-grandparent.

UNIT UNDERSTANDING: H. Our bodies grow and change.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Predicts his own growth Suggests adult activities Suggests what he would like to do or be when he becomes an adult Describes people in pictures Identifies the age of a person by certain physical characteristics Motor Skills Points to a place on the height chart which is above the present height mark Orders pictures of people by increasing age from left to right	3. (cont.) Assessment Activity Collect approximately six magazine pictures of males and females at different stages in the growth cycle -- infant, child, teenager, adult, elderly person -- and mount each one on tagboard. Show the children the pictures in no particular order. Ask them to describe each person and identify his general age group. Then ask the children to order the pictures from the youngest to the oldest. As the children establish the sequence, arrange the pictures in front of the group (from youngest to oldest) moving from left to right.

UNIT UNDERSTANDING: I. We are all living things.

1. Living things grow, reproduce, and need food, water, and air in order to live and grow.

2. Things which are not alive are called non-living things.

3. Clothes, furniture, and toys are some non-living things because they do not grow and reproduce.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on teacher, real objects, and pictures of objects Auditory Skills Listens to discussion, questions, and directions ABSTRACTING SKILLS Conceptual Skills Knows real and pictured objects Understands concepts of growth and change Understands concepts of living and non-living Association Skills Relates growth and change with living things Relates each real and pictured object with its label Classification Skills Comprehends classes of living and non-living things RESPONSE SKILLS Verbal Skills Labels objects and pictures of objects Identifies object as to whether it grows and changes Identifies object according to whether it is living or non-living Uses negative statements -- not living	1. Basic Activity Explain to the children the fact that all people -- babies, children, mothers fathers, grandparents, friends -- are called living things. Living things are all the things around them which grow and change. Move around the room pointing to different objects, and ask the children if each is or is not a living thing. Include yourself and several children as some of the objects. With each object, ask if the object grows and changes. Use a plant in the room or one which you bring to school as one object you discuss. Compare a child to the plant. Even though the plant does not move around like people, it does grow and change. Plants, like people, are living things. Assessment Activity In a later activity, play a classification game to evaluate whether the children have grasped the concepts of "living" and "non-living." In a bag or box, place an assortment of pictures of people, clothing, toys, furniture, plants, common animals (cat, dog). Give each child a turn to select a picture from the bag, label it, and tell whether it is or is not a living thing. Ask each child to explain his answer in terms of whether or not the object grows and changes.

UNIT UNDERSTANDING: I. We are all living things.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.) · Extension Activity If possible, take an observation walk around the school to look for living and non-living things. Try to find some plants, people, animals, stones, toys, etc. to point out to the children. Encourage the children to label each object and identify it as a living or non-living thing.

IV. Instructional Materials

BOOKS		SOURCE
Best Word Book Ever	Scarry, R.	Golden Press, Inc., 1963 (Giant Golden)
Bunny's New Clothes	Braddock, J.	Watkins-Strathmore, 1963
Childcraft Volume 1 Poems and Rhymes		Field Enterprises Educational Corp., 1966
Do You Hear What I Hear?	Borten, H.	Abelard-Schuman, Ltd., 1960
Find Out By Touching	Showers, P.	Thomas Y. Crowell Co., 1961 (Let's-Read-and-Find-Out)
Follow Your Nose	Showers, P.	Thomas Y. Crowell Co., 1963 (Let's-Read-and-Find-Out)
Fun for Chris	Randall, B. E.	Albert Whitman & Co., 1956
A Happy Day	Decaprio, A.	Wonder Books, Inc., 1965 (Early-Start Preschool Reader)
Jack Is Glad	Steiner, C.	Alfred A. Knopf, Inc., 1962
Let's Be Enemies	Udry, J. M.	Scholastic Book Services, 1961
Let's Imagine Sounds	Wolff, J.	E. P. Dutton Co., Inc., 1962 (Imagination Book)
Look at Your Eyes	Showers, P.	Thomas Y. Crowell Co., 1962 (Let's-Read-and-Find-Out)
The Magic Friend Maker	Bond, G. B.	Whitman Publishing Co., 1966 (Small World Library)
Maria, Everybody Has a Name	Haas, D.	Whitman Publishing Co., 1966 (Big Tell-a-Tale)
My Big Book and Scotty's Room	Wright, B.	Whitman Publishing Co., 1954 (Giant Tell-a-Tale)
My Bunny Feels Soft	Steiner, C.	Alfred A. Knopf, 1958
My Five Senses	Aliki	Thomas Y. Crowell Co., 1962 (Let's-Read-and-Find-Out)

BOOKS		SOURCE
My Hands	Aliki	Thomas Y. Crowell Co., 1962 (Let's-Read-and-Find-Out)
My Special Day	Fiedler, J.	Whitman Publishing Co., 1967 (Big Tell-a-Tale)
One Boy Lives In My House	White, F.	Whitman Publishing Co., 1965 (Big Tell-a-Tale)
Patrick Will Grow	Bond, G. B.	Whitman Publishing Co., 1966 (Small World Library)
A Special Place for Johnny	Haas, D.	Whitman Publishing Co., 1966 (Big Tell-a-Tale)
Straight Hair, Curly Hair	Goldin, A.	Thomas Y. Crowell Co., 1966 (Let's-Read-and-Find-Out)
This Room Is Mine	Wright, B. A.	Whitman Publishing Co., 1966 (Small World Library)
Tobe	Sharpe, S. G.	Chapel Press, 1939
What Is Your Favorite Thing to Touch?	Gibson, M.	Grosset and Dunlap, 1965
What Mary Jo Shared	Udry, J.	Albert Whitman & Co., 1966
When I Grow Up	Mace, K., & Mace, H.	Golden Press, 1950 (Little Silver)
Whistle for Willie	Keats, E. J.	Viking Press, 1964
Who Are You?	Bradfield, J., & Bradfield, R.	Whitman Publishing Co., 1966 (Small World Library)
Your Skin and Mine	Showers, P.	Thomas Y. Crowell Co., 1965 (Let's-Read-and-Find-Out)

FILMS	SOURCE
Choosing Clothes for Health (11 min., b/w)	Coronet Films

RECORDS	SOURCE
Concept Record: Volume 1 (12" L. P.)	Concept Records
Songs (Body Concept and Self Image) My Body Knees, Knees, Knees I Am Me	
Concept Record: Volume 2 (12" L. P.)	Concept Records
Songs (Health and Cleanliness)	
Concept Record: Volume 3 (12" L. P.)	Concept Records
Action Songs (Body Parts)	

SONGS	SOURCE
DARCEE SONGS	(see Appendix)
I'm So Glad I Came to School Today	
It's Clean-Up Time	
Fireside Book of Children's Songs Winn, M. (Ed.)	Simon and Schuster, 1966
Come On and Join Into the Game (p. 158)	
The Hokey-Pokey (p. 168; circle game)	
The Mulberry Bush (p. 172) (Tune for "Heads, Shoulders, Knees, and Toes")	(see Appendix)
Put Your Finger in the Air (p. 164)	
This Old Man (p. 85)	
Where's Mister Thumbkin (p. 110)	
The Joy of Music McLaughton, R., & Schliestett, P.	Summy-Birchard Co., 1967
Mary Wore a Red Dress (p. 47)	

SONGS	SOURCE
Music Round About Us Heller, R. (Ed.)	Follett Publishing Co., 1964
It's Clean-Up Time (p. 63)	
Music Round the Clock Krone, M. T. (Ed.)	Follett Publishing Co., 1963
Are You Sleeping (p. 11) (Tune for "Where is Mary?")	(see Appendix)
Fun to Be a Helper (p. 15)	
New Music Horizons McConathy, O., et. al. (Eds.)	Silver Burdette Co., 1949
Busy (p. 36)	
Singing With Children Nye, R., & Nye, V., et. al. (Eds.)	Wadsworth Publishing Co., Inc., 1962
If You're Happy (p. 8)	
Song Flannel Board Packet - Helping and Sharing (No. A1526)	David C. Cook Publishing Co.

POEMS, FINGERPLAYS, AND ACTION VERSES	SOURCE
Poems and Verses to Begin On Bissett, D. J. (Ed.)	Chandler Publishing Co., 1967
After a Bath (p. 24)	
Everybody Says (p. 16)	
Feet (p. 18)	
Hands (p. 20)	
A Matter of Taste (p. 30)	
My Name (p. 16)	
Reflection (p. 16)	
Walking (p. 19)	

POEMS, FINGERPLAYS, AND ACTION VERSES	SOURCE
Read-Together Poems Brown, H. A., & Heltman, H. J. (Eds.)	Harper & Row Publishers, 1961
Sneezing (p. 55)	
Rhymes for Fingers and Flannelboards Scott, L. B., & Thompson, J. J. (Eds.)	Webster Publishing Co., 1960
Follow the Leader (p. 108)	
Fun With Hands (p. 110)	
I Wiggle (p. 117)	
Open, Shut Them (p. 110)	
Ready to Listen (p. 114)	
Touch Your Nose (p. 113)	

CHARTS AND STUDY PRINTS	SOURCE
Language - Kit A	Ginn & Co.
Picture Cards (facial expressions) The Carnival (Unit 12)	
Magazine pictures -- people and clothing	
Peabody Language Development Kit Level #1 - Stimulus Cards	American Guidance Service, Inc.
Activity Cards Clothing Cards	
Teaching Pictures	David C. Cook Publishing Co.
Health and Cleanliness (No. A1530)	
Safety (No. A867)	
Social Development (No. A1533)	
Understanding Our Feelings (No. 1215)	Instructo Corp.

FLANNEL BOARD SETS	SOURCE
DARCEE Flannel Board Sets	(see Appendix)
Felt Face	
Willie the Weatherboy	
David C. Cook Flannelgraph Sets	David C. Cook Publishing Co.
Song Flannel Board Packet - Helping and Sharing (No. A1526)	
Winkie the Teaching Bear (No. A875) (with stories)	
Instructo Flannel Board Aids	Instructo Corp.
My Face and Body (No. 284)	
We Dress for the Weather (No. 285)	

ACTIVITY KITS AND INSTRUCTIONAL GAMES	SOURCE
All By Myself (No. A1575)	David C. Cook Publishing Co.
Perception Plaque Set (No. A389)	Creative Playthings, Inc.

PUZZLES AND SEQUENCE BOARDS	SOURCE
Judy Puzzles	The Judy Co.
Boy (No. 212, 6 pcs.)	
Girl (No. 213, 6 pcs.)	
Judy See-Quees	The Judy Co.
Johnny Growing (No. Q72, 6 frames)	
Brushing Teeth (No. Q54, 4 frames)	
Combing Hair (No. Q55, 4 frames)	

PUZZLES AND SEQUENCE BOARDS	SOURCE
Playskool Puzzles	Playskool, Inc.
Colors I See (No. 155-23, 4 pcs.)	
For My Bath (No. 115-16, 4 pcs.)	
I Set the Table (No. 155-24, 5 pcs.)	
My Toys (No. 155-13, 4 pcs.)	
When It Rains (No. 155-22, 4 pcs.)	
Sifo Puzzles	Sifo Co.
Favorite Toys (No. 14H, 5 pcs.)	

CONSTRUCTION MATERIALS	SOURCE
Hammer Nail Set (No. 511)	Playskool, Inc.
Potato head kit	
Rig-a-Jig (No. 300 Deluxe)	Landfield Co.
Tinkertoys (No. 146)	A. G. Spalding & Bros.

MODELS AND DRAMATIC ACTIVITY MATERIALS	SOURCE
Bendable Rubber Family (No. B492 - Negro) (No. B292 - White)	Creative Playthings, Inc.
Door Knob Telephone (No. 488)	Playskool, Inc.
Dress-up clothes, male and female	
Judy Story Sets	The Judy Co.
Judy's Friends (No. ST-1)	
Negro Family (No. ST-11, small models) (No. 911, large models)	
White Family (No. ST-2, small models) (No. 912, large models)	

MODELS AND DRAMATIC ACTIVITY MATERIALS	SOURCE
Mirrors	
Paper dolls	
Rubber Family Hand Puppets (No. G550 - Negro) (No. G450 - White)	Creative Playthings, Inc.
Telephones	Bell Telephone Co.
Vinyl Baby Dolls (No. D267, D197 - Negro) (No. D266, D198 - White)	Creative Playthings, Inc.
Wood Laundry Set (No. Q135)	Creative Playthings, Inc.

DEMONSTRATION MATERIALS AND EQUIPMENT	SOURCE
Activities	
B-2	Camera--preferably Poloroid
B-2, B-3, B-5	Full-length mirror
B-6, C-5, F-7	Hand mirrors
B-7	Potatoes for making potato heads
C-5	Collection of common objects for likeness and difference activity
C-6, F-4	Tape recorder
C-12	Electric cooker or hot plate Ingredients and utensils for making hot chocolate
C-13	Magnifying glass
E-1	Collection of objects for activity demonstration -- spoon, washcloth, soap, toothbrush, comb, brush

DEMONSTRATION MATERIALS AND EQUIPMENT		SOURCE
Activities		
E-2	Washcloth (red, yellow, blue), soap, toothbrush (red, yellow, blue), toothpaste for each child	
H-1	Collection of objects and pictures of objects associated with a baby	
H-3	Collection of pictures of people of different ages	

TEACHER-MADE MATERIALS		SOURCE
Activities		
B-5	Envelope of pre-cut body parts for each child; to be used for a pasting activity	
B-6	Face puzzles using magazine pictures	
B-7	Flannelboard Set: Felt Face	(see Appendix)
B-7	Pre-cut parts of face; to be used for a pasting activity	
C-3	"Feel It" Box -- collection of scraps of many kinds of material	
C-7	"Sound Matching" Box	
C-9	"Smell It" Box	
C-9, C-11, F-4	Felt Blindfold	(see Appendix)
C-11	"Taste It" Box	

TEACHER-MADE MATERIALS		SOURCE
Activities		
D-2, D-4	Flannel Board Set: Willie the Weatherboy	(see Appendix)
F-8	"Go Fishing" Pole	
F-9	Sets of faces for likeness and difference activity	

SONG: "Where Is Mary?"

Activity A-1

Source of Tune

"Are You Sleeping"
Music Round the Clock (p. 11)
Krone, M. T. (Ed.)
Follett Publishing Co., 1963

Words for Song

T: Where is Mary?

T: Where is Mary?

T: There she is. or C: Here I am.

T: There she is. or C: Here I am.

T: How are you this morning?

C: Very well and thank you.

T: She is sitting down.

T: She is sitting down.

Suggested Procedure for Using Song

Repeat the verse until you have sung to every child in the room. If the child hesitates to identify himself by singing "Here I am," the teacher and other children can sing "There he is." (Other words can be substituted for the last two lines.)

ACTION SONG: "Head, Shoulders, Knees, and Toes"

Activity B-4

Source of Tune

"The Mulberry Bush"
Fireside Book of Children's Songs (p. 172)
Winn, M., & Miller, A. (Eds.)
Simon and Schuster, 1966

Words for Song

My head, my shoulders, my knees, my toes,
My head, my shoulders, my knees, my toes,
My head, my shoulders, my knees, my toes,
Let's clap hands together.

My toes, my knees, my shoulders, my head,
My toes, my knees, my shoulders, my head,
My toes, my knees, my shoulders, my head,
Let's sit down together.

Suggested Procedure for Using Song

Sing the song while standing. As you name the body parts, touch them using both hands. Other actions than "clap hands" and "sit down" can be substituted for the last line of each verse.

FLANNEL BOARD SET: FELT FACE

Activity B-7

Sketches of Face

Boy Girl

Suggested Materials

patterns for face -- face, hair, eyebrow, ear, eye, nose, mouth, pigtail

felt -- brown or beige (face, ears, nose, eyelids)
rust (mouth)
brown or blue (iris of eye)
white (eye)
black (pupil of eye)
black or brown (hair)
blue or red (bows)

white glue

scissors

Suggested Procedure for Making Face

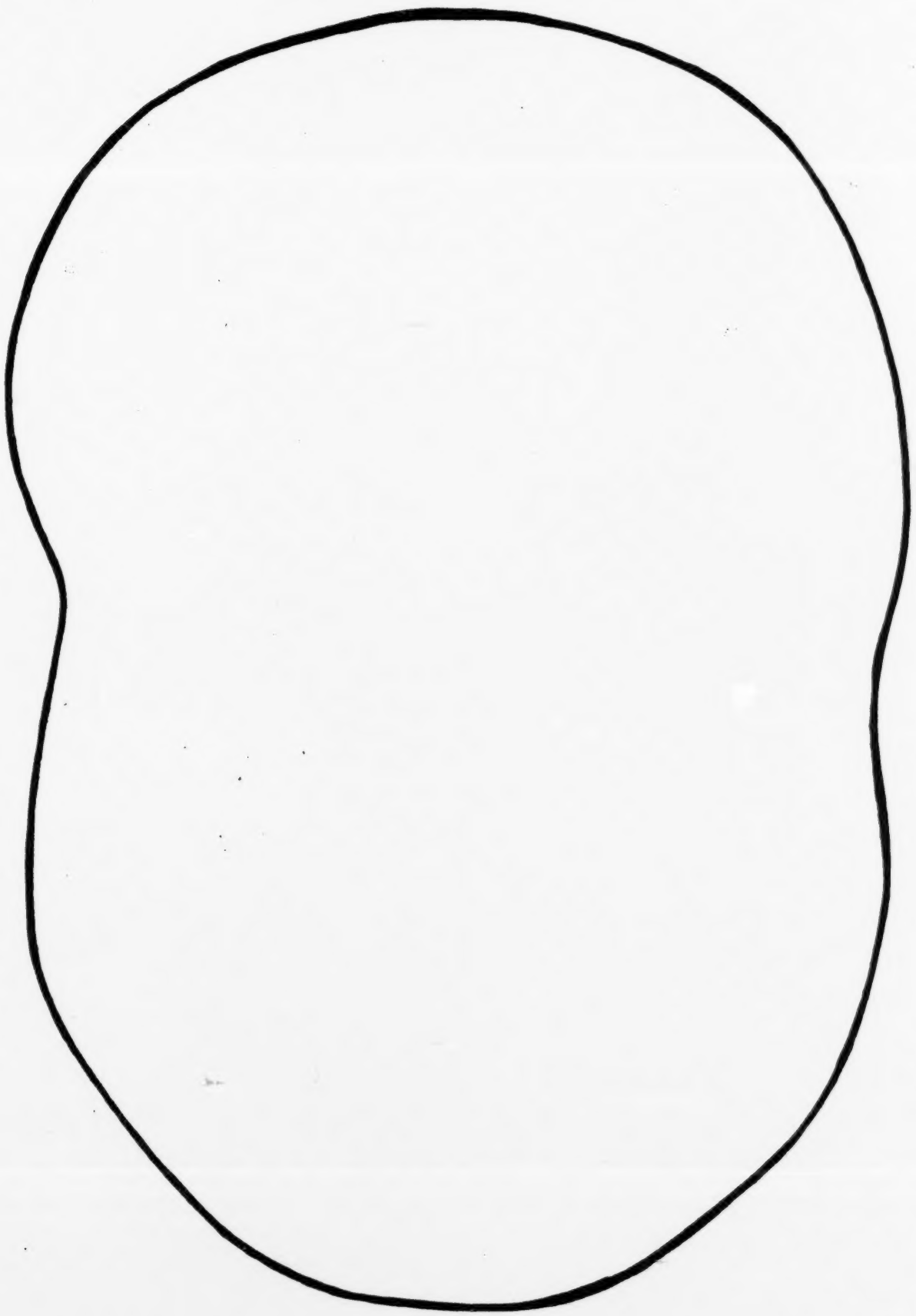
1. Patterns and color of felt for hair and facial features should be adapted for use with children of different ethnic groups.

2. Cut pieces

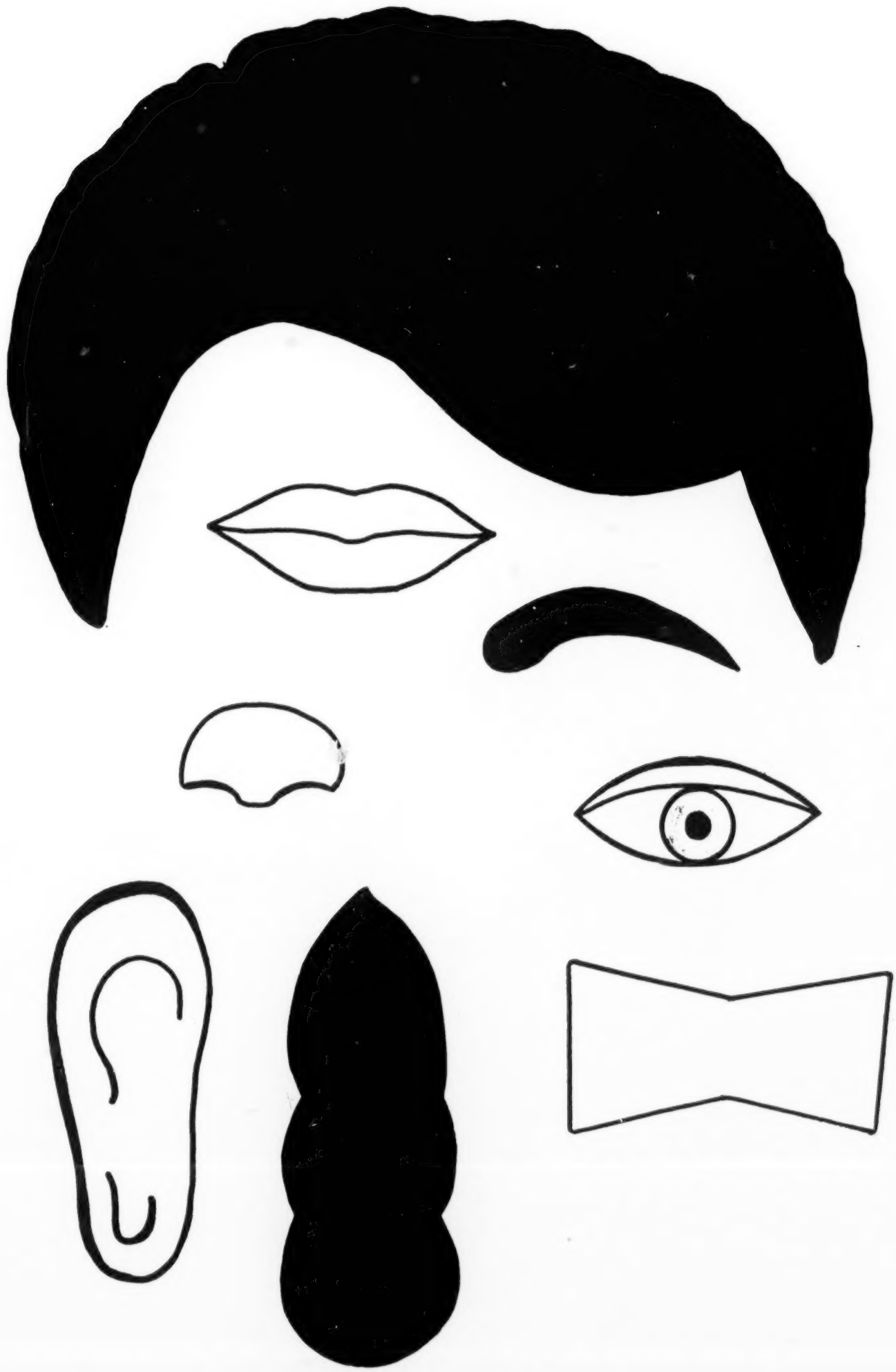
3. Glue lid, iris, and pupil to white eye; glue bow to pigtail

4. Hair, eyebrows, eyes, ears, nose, mouth are all removable parts and should not be attached.

Patterns for Face



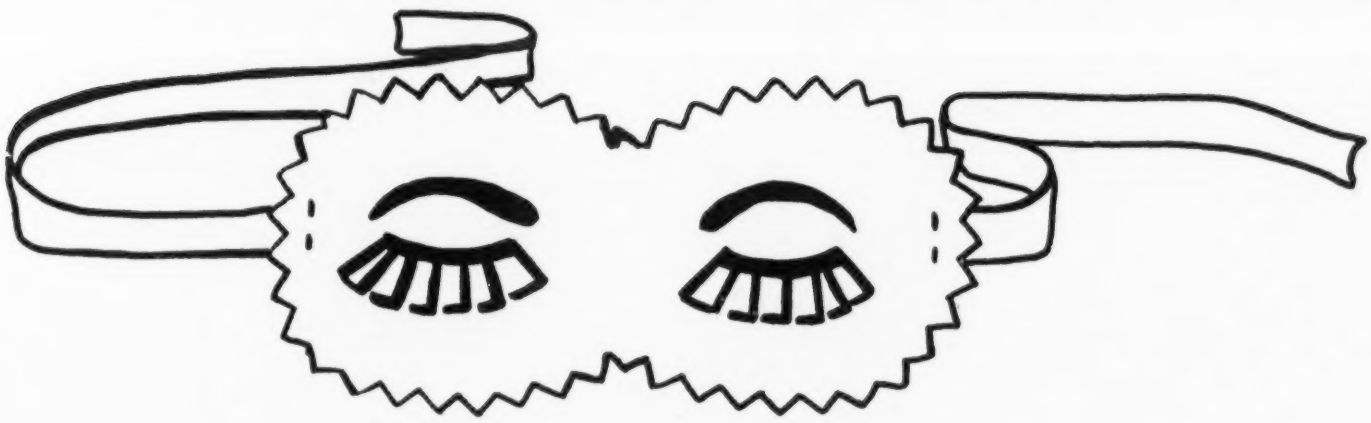
Patterns for other parts



FELT BLINDFOLD

Activities C-9, C-11, F-4

Sketch of Blindfold



Suggested Materials

patterns for blindfold -- mask, eyebrow, eyelash

felt -- yellow (blindfold)
brown (eyebrows, eyelashes)

grosgrain ribbon -- brown, 1 yard

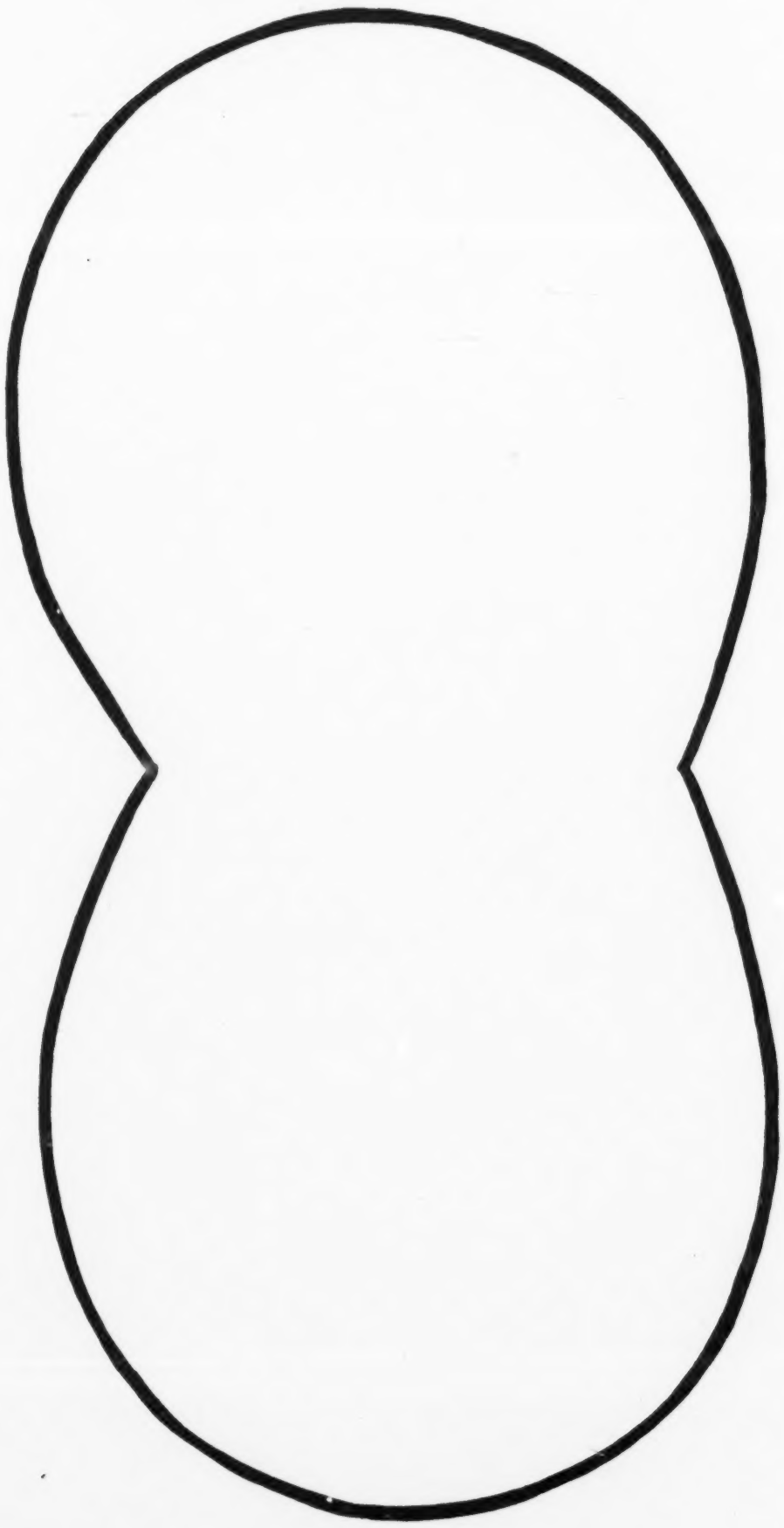
white glue

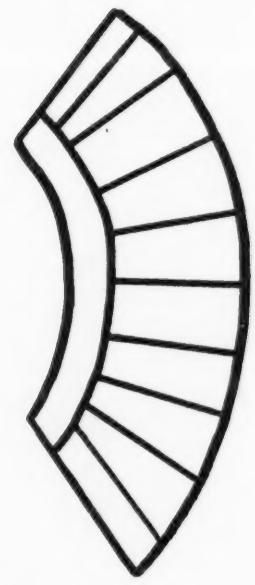
pinking shears and scissors

Suggested Procedure for Making Blindfold

1. Cut blindfold with pinking shears.
2. Cut eyebrows and eyelashes with scissors. Separate lashes by cutting on the lines.
3. Glue brown trim to blindfold.
4. Cut ribbon in half; sew ribbon halves to sides of mask.

Patterns for Blindfold

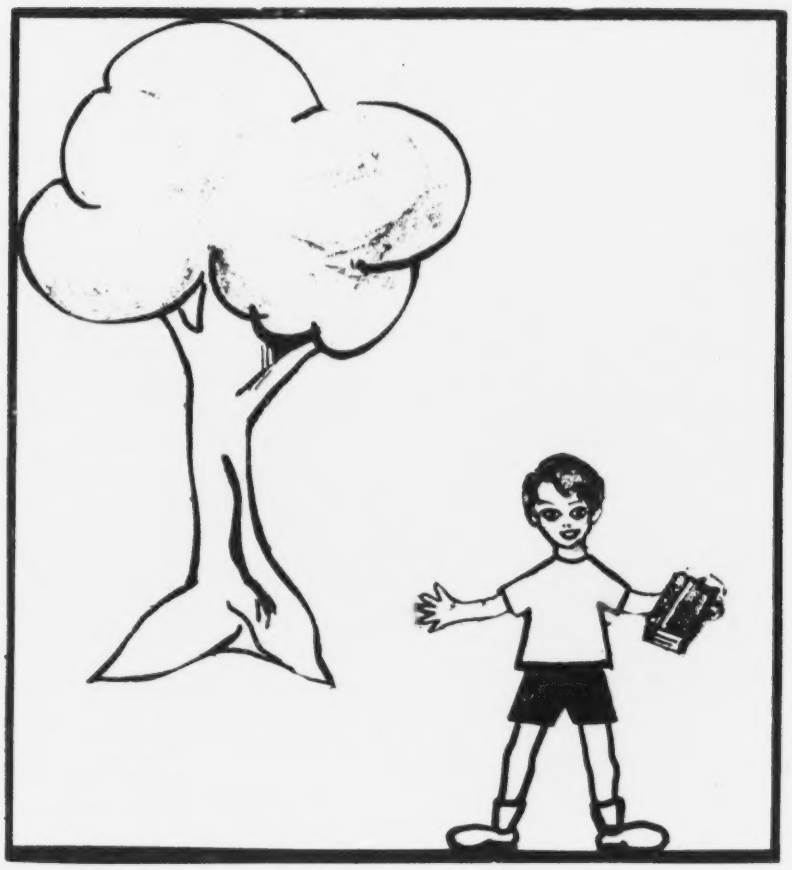




FLANNEL BOARD SET: WILLIE THE WEATHERBOY

Activities D-2, D-4

Sketch of Willie



Suggested Materials

heavy cardboard (14" x 16")

cotton flannel -- pale yellow or beige (2/3 yd.)

masking tape

contact paper (1/2 yd.)

patterns -- Willie, tree, tree cover, undershorts, short pants, short-sleeved shirt, shoe, sock, jacket, book

felt -- medium brown or beige (Willie
dark brown (tree)
red (shirt, jacket, book)
blue (shirt, pants, book)
yellow (shirt, jacket, book)
green (tree cover, grass)
black (hair, shoes)
white (socks, undershorts)

Suggested Materials (cont.)

scissors

white glue

felt pens -- fine point (trim on Willie and clothing)

Suggested Procedure for Making Willie

A. Flannelboard

1. Place piece of flannel on a table.

2. Lay cardboard on center of flannel.

3. Fold flannel over board on all four sides; miter the corners.

4. Fasten loose edges of flannel to back of board with masking tape.

5. Cover back of board with contact paper.

B. Willie

1. Patterns and color of felt for hair and facial features should be adapted for use with children of different ethnic groups.

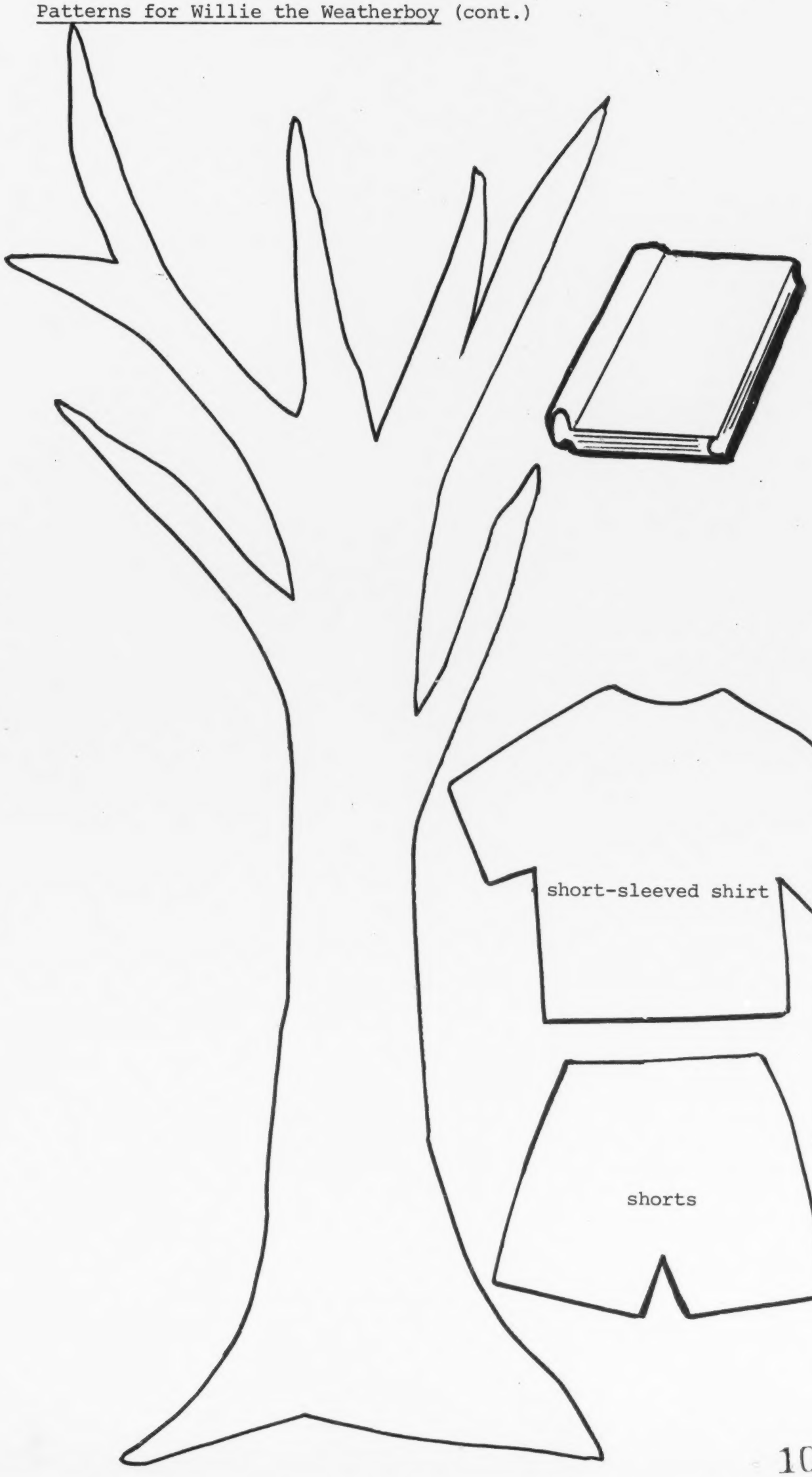
2. Cut: Willie (medium brown or beige)
tree (dark brown) and tree cover (green)
pants (blue)
3 shirts (red, yellow, blue)
2 jackets (red, yellow)
3 books (red, yellow, blue)
2 shoes (black)
2 socks (white)
underpants (white)
eyes (white felt or paper, trimmed with felt pen)

3. Draw nose, mouth, and eyebrows on Willie's face using fine tip felt pens.

4. Glue: eyes and hair to Willie's head
underpants to Willie's body
shoes to socks
tree to flannelboard
Willie to flannelboard

5. Clothing, grass, tree cover are all removable parts and should not be attached to the board.

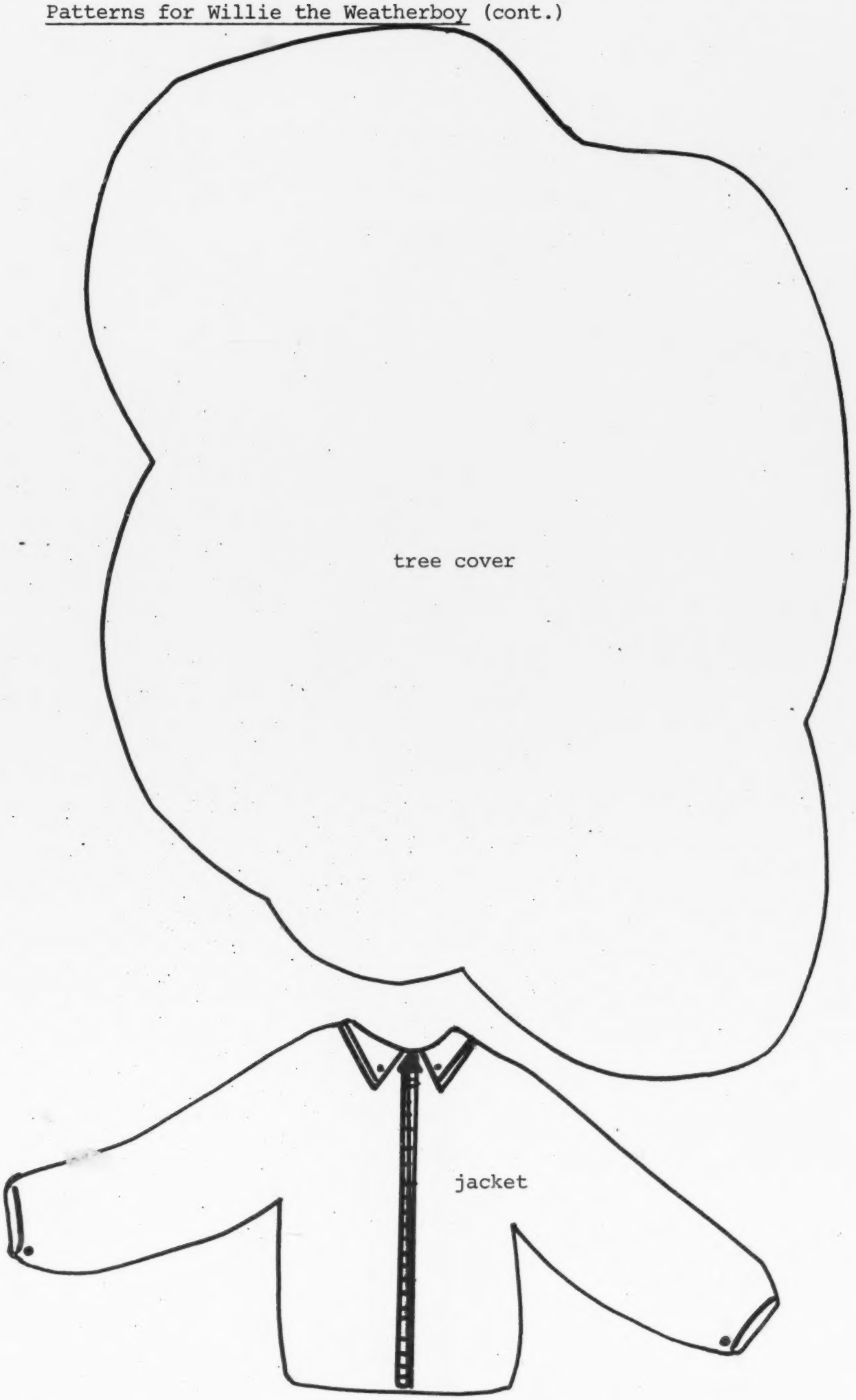
Patterns for Willie the Weatherboy



short-sleeved shirt

shorts

Patterns for Willie the Weatherboy (cont.)



SONG: "I'm So Glad I Came to School Today"

Activity F-7

Source of Song

DARCEE teachers

Song

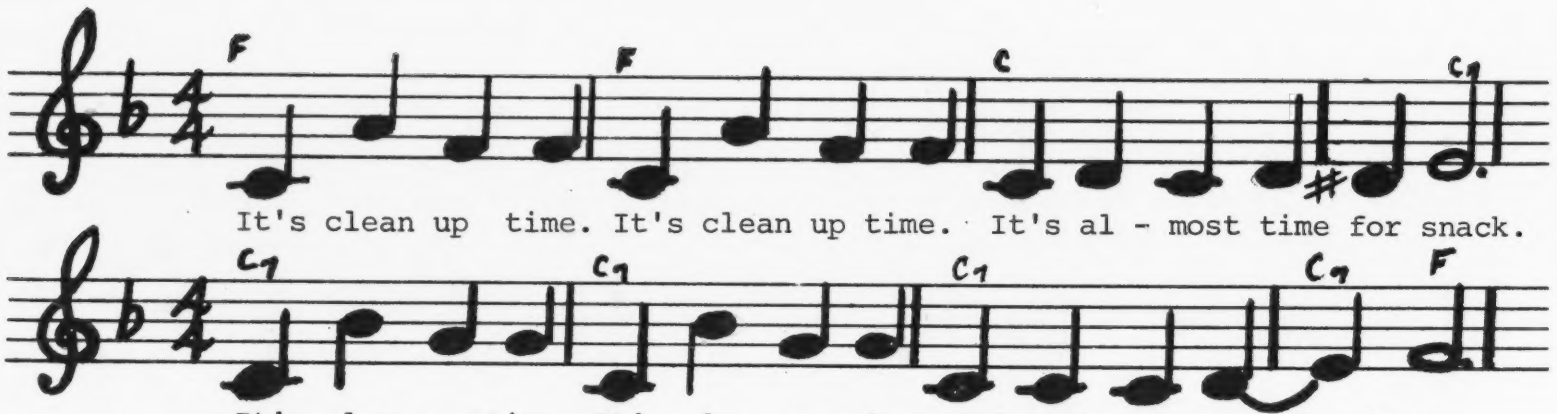
SONG: "It's Clean-Up Time

Activity G-3

Source of Song

Mrs. June Miller
DARCEE Lead Teacher

Song



Additional Verses

It's clean-up time, it's clean-up time,
It's almost time to eat;
It's clean-up time, it's clean-up time,
Let's make things nice and neat.

It's clean-up time, it's clean-up time,
It's almost time for play;
It's clean-up time, it's clean-up time,
Let's put our work away.